



Concurrent Session Descriptions

1A - Post-Plenary Talking Circle: Unleashing the power of play in the 21st century

Panelists: Dr. Peter Gray, Dr. Roger Hart, Kathy Wong (Hong Kong), Wendy Russell (UK) & other invited panelists

Moderator: Mike Greenaway (Wales)

1B - Assessing children's developmental outcomes resulting from play- and sport-based intervention supporting children displaced by conflict and war

Philip Cook & Laura Lee (Canada)

Play has been shown to have a positive impact on children's developmental outcomes in various settings, including for children affected by conflict and war. The following research, lead by the International Institute for Child Rights and Development (IICRD), and a global interagency network lead by UN High Commission for Refugees, International Olympic Committee, and Terre Des Hommes, focused on better understanding the impact of play and sport on children displaced by conflict and war. This study included three dimensions: 1. A review of academic and "grey" literature; 2. Key informant interviews conducted with a panel of global experts on children and armed conflict, play and child development and child protection, and 3. Participatory, rights based case study research carried out with children, their families and communities, as well as child protection practitioners in 3 regions of the world. The findings of the research will be shared and recommendations for research, policy and practice suggested.

Clowns nudging: Experiential learning in crisis environments

Laura Anes (Austria)

Through the Emergency Smile programme, RED NOSES Clowndoctors International has been successfully implementing tailor-made interventions that seek to address the specific needs of crisis-affected people. Emergency Smile is one approach to facilitate play in a moment of crisis and one option to support and empower individuals. This presentation will illustrate some of the main specificities and lessons learned from the Emergency Smile projects implemented so far, especially those carried out to support refugees and IDPs in Europe and the Middle East. By engaging children in a playful interaction, the clowndoctors' performances and workshops can successfully convey non-formal learnings and support the transmission of important life-skills to the target groups. Children are invited to actively participate in the process - that is when the magic starts, when a spark of happiness fills the air. For example, during the project in refugee camps in Greece, from May to October 2016, a big focus was placed in conveying WASH topics to children and their families through clown play. The clowndoctors performance led the children to, in a playful way, mirroring the clowns' behaviour of, e.g., washing their hands. This was done after prior coordination with our partner, the Red Cross, who asked the clowndoctors to focus on pre-selected water and sanitation topics. The Emergency Smile programme also supports the provision of psychosocial support, by means of humorous and artistic interventions. These interventions contribute to decreasing the level of stress and fear that prevails among crisis-affected persons by successfully triggering a shift of focus in the sea of negative feelings experienced – from

insecurity, hopelessness and disillusionment to a more optimistic prospective in life including happiness and positive solution finding. The information presented is based on empirical experience and the ongoing feedbacks; they are not the result of any form of scientific research.

Promoting integration and belonging through play

Amanda Weightman, Amanda Koyama & Dean Bareham (Canada)

The refugee experience is widely understood as a migration away from situations of trauma. Less apparent is the long-term challenge that is re-settlement and re-integration into a new country. Beyond arrival in a new country, Immigration is a long-term, multi-faceted process of finding belonging. Over the past year, Canada has accepted a significant number of Syrian refugee families into the country – the majority of whom are under the age of 18 years. This has presented a unique opportunity to address innovative methods for supporting refugee children as they integrate into their new communities.

1C - Building inclusive communities: Engaging children as leaders through value-based play

Claudia Sighomnou & Ruth Morrison (Canada)

During this interactive workshop, participants will learn about how play can be used to build children's understanding of human rights values (e.g. respect, inclusion, fairness) and develop their knowledge and skills so they can be leaders in countering racism, exclusion, and discrimination with their peers, families, and in the broader community. Through Equitas' Play it Fair! – Community Action Approach, children take part in weekly play-based activities that build their confidence and ability to work together to create innovative community action projects on issues that they would like to address in their everyday lives (e.g. exclusion, bullying, conflict). As part of their projects, children engage with their peers, community members, and decision makers on issues that impact on their well-being. Participants will learn more about this successful model for building children's awareness of their rights and active participation in their community and in particular how this approach can support and engage children who are most often excluded (because of e.g. language, race, culture, ability, socio-economic status). Examples will be provided from existing children's-led community action projects Equitas has delivered with community partners to support the participation of for example, refugees, Indigenous children, children in care. In this interactive workshop, participants will also get to try out activities from Equitas educational toolkits and share best practices for promoting collaboration across sectors (e.g. education, health, business, public sectors) within cities, using play to promote children's belonging, connectedness, and active participation in their communities.

1D – Promoting or preventing play for children with disabilities in Europe: Perspectives from policy and practice

Helen Lynch (Ireland), Maria Prellwitz (Sweden), Christina Schulze (Switzerland) & Alice Moore (Ireland)

Play for children with disabilities is often overlooked, or even ignored in community and rehabilitation settings, and is an area of increasing concern among play researchers. Hence, in 2014, a European initiative was created: the Ludi COST Action-play for children with disabilities TD1309. The aim of the Ludi project is to spread awareness on the importance of ensuring children with disabilities have opportunity to play, equity in their exercise of the right to play and significantly, putting play at the centre of multidisciplinary research.

This symposium presents three projects illuminating how Occupational Therapy researchers from three countries are contributing to the Ludi agenda, with specific focus on play provision, design and playgrounds. Projects were ethically approved as appropriate in respective countries and conducted with the goal of increasing our understanding of play and social inclusion in family, community and environments where children live:

- Paper 1: Review of international policy, and research on playground usability and accessibility (scoping review methods)

- Paper 2: Occupational Therapy practice and the role of play (survey methods with 336 respondents from Switzerland, Sweden and Ireland)

- Paper 3: Barriers and enablers that can promote or prevent play in playgrounds (qualitative data/best practice). Data were generated and findings identified which will be presented. While each paper presents specific results, key issues and recommendations can be identified and synthesised, that will form the focus of discussion:

1. There is significant lack of knowledge about how to promote play in community settings for children with disability, across policy, play provision and Occupational Therapy practice in a European context.
2. Although Occupational Therapists consider play as essential for health and wellbeing, therapists rarely enable play through advocacy or community-based interventions.
3. Children with disabilities are rarely included in studies of playgrounds to date, yet need to participate in playground design if solutions are to be found.

Overall, the researchers conclude that there is a need to develop an integration of knowledge and awareness of interdisciplinary good practice in designing accessible and usable playgrounds. We need to shift from unintentionally preventing play to proactive promotion of play and participation.

1E - Engaging children in neighbourhood planning informs prioritized investment in a local play space to increase access to play

Laura Ryan, Sharon Mackinnon & Janet Loebach (Canada)

In Hamilton, Ontario, the Neighbourhood Action Strategy community planning project completed 11 neighbourhood action plans. In 10 neighbourhoods, adult residents were the first to be engaged; in the 11th neighbourhood, planning was instead initiated with resident children. Participatory research using Photovoice was undertaken to better understand how local children (4 to 14 years) experience their neighbourhood. Participants used mapping and photos to capture neighbourhood features that they wanted to protect, change, or remove, then created drawings and skits to express their vision for change. They collectively prioritized their ideas, and their top five suggestions were carried forward to change makers. Children delivered their findings back to the community through presentations, gallery shows, and an official deputation to City Council. The child-led research strongly identified a local park as a space to be protected and improved to support neighbourhood play, in particular the park's 4-hectare forest. Children indicated that the forest had conditions that left them feeling unsafe, causing many to avoid playing there.

A community consultation was initiated in Spring 2016 to engage the neighbourhood in a park planning process. In addition to adult consultations and a community 'Idea Jam', the process prioritized intensive engagement with neighbourhood children to understand their local play needs and wishes. The team carried out workshops with ~120 children at all 4 neighbourhood elementary schools, using an innovative combination of group discussions, on-site exploratory mapping, and short design charrettes dubbed 'The Big Idea Blitz.' Children identified current use and concerns related to the forest, as well as ideas for improvement to support park-based play and exploration. Participants also identified changes necessary to support the needs of other groups including seniors, young families, local teachers, and older teens. Children pitched their ideas for park improvements, and their concepts, along with feedback from the engagements, were woven into the final project design. In addition to speaking to the lessons learned from integrating resident children into these neighbourhood planning processes, the presentation will summarize the benefits and challenges of using child-based tools and processes in neighbourhood planning initiatives to support access to safe and engaging community play opportunities.

Kids + teens planning for play: 210 Hancock Project

Beth Myers (US)

"In considering play spaces available to school-age children...there emerged a variety of intentions and traditions of play. It appeared that all planned play spaces embodied untested assumptions about the users, the nature of the activity and the interaction of the physical environment and children's play" -Hayward, Rothenberg, & Beasley, *Environment + Behavior*, 1974

The 210 Hancock Project is the redevelopment of one block in Ithaca, New York's Northside Neighborhood. The project includes the new construction of 63,000 square feet of affordable housing, 6,000 square feet of commercial space (including an Early Head Start facility), and the creation of a new playground and pedestrian and bicycle path. In 2015, kids and teens from the Northside United Community Organization petitioned the City of Ithaca for an outdoor playspace designed for older children and teens. As a result, the City of Ithaca connected the kids and teens with the Ithaca Neighborhood Housing Authority, the non-profit organization in charge of the redevelopment of 210 Hancock Project. Considering Roger Harts' 'Ladders of Participation' and ensuring the kids and teens were authentically participating in the design and shared-decision making – a group of kids and teens worked alongside designers, planners, developers, community organizations, neighborhood associations, and community centers, and played an active role in the design and planning process. This presentation will tell their story by showcasing their design plans, sharing the photos from their newly constructed site, and discussing helpful and inspiring strategies that made this amazing project possible!

Engaging children in examining neighbourhood play-friendliness: Lessons in collaboration

Desiree Wilson, John Stark & Robin Stewart (Canada)

In this presentation we discuss the process of setting up and carrying out a participatory research project focused on children's perceptions of the play-friendliness of their local neighbourhoods. The project was part of a larger study aimed at better understanding and advancing the Child and Youth Friendly Community Strategy of a city located in British Columbia, Canada. The rights-based strategy was designed with the goal of making the city better for young people across nine domains, including 'playing'.

This project engaged over 50 children between the ages of 10-13 in exploring the places and things in their neighbourhoods that were 'friendly' and 'not friendly' for play. Through regular in-school sessions over a period of three months, children took part in activities related to children's rights, outdoor play, photography, mapping and child-friendly communities. The sessions included a group discussion with the City's Mayor regarding municipal decision-making as it relates to young people. Children involved in the project went on neighbourhood walks and shared their experiences, ideas, questions and stories about playing in their local neighbourhoods through photographs and narratives. Some of these children then offered their thoughts and ideas about increasing the play-friendliness of their local neighbourhoods in meetings with the Board of Education and City Council.

In discussing findings from this study we focus on the importance of the complex forces involved in imagining and striving for play-friendly urban environments. As a key component of this, we highlight the benefits and challenges of working collaboratively with children, teachers, parents, the School District and the City on the project and some key lessons we learned through engaging in this process.

1F - Risky play and children's growth, learning, health and well-being: Definitions, evidence and arguments

Ellen Sandseter (Norway), Mariana Brussoni (Canada), Scott Duncan (New Zealand) & Anita Bundy (US)

Risky play has been defined as thrilling and exciting forms of physical play that involve uncertainty and a risk of physical injury (Sandseter 2010). There is mounting evidence regarding the importance of risky play for children's health and development. Societal perspectives on and consequently children's access to risky play vary greatly in different countries and cultural contexts and are shifting over time. Norwegian culture views this kind of play as the norm and ensures institutional contexts and supports for it within childcare centres and schools. In contrast, experiences of risky play for children in the US have been curtailed by concerns over litigation, fears of serious injury resulting in expensive medical care and long-term consequences, and anxieties about stranger danger. In the UK, play advocates have built support for a balanced approach to play safety that recognises the beneficial aspects of risk in play. In Australia and Canada interest is growing in risky play, arguably helped by universal health systems and a differing legal context to that of the US.

This symposium will discuss definitions of risky play and the evidence and arguments for its importance, in the light of varying cultural contexts and country-specific contexts. Participants will reflect on and share their own experiences. The symposium aims to promote cross-cultural learning and sharing of best practices that have the potential to be applied across national boundaries.

1G - Walk on the wild side: Adventure play in public schools and nearby nature

Jacqueline Whelan & Joanne Burbridge (Canada)

We have noticed that our students have limited access to wild spaces where they can engage in free, unstructured play. To address this issue, for the past two years at Meadowlands PS, we have been piloting a Loose Parts Adventure Playground. At regular intervals throughout the year, we set out loose parts (e.g., planks, pvc piping, burlap, stumps, etc.) and allow students to engage in active, freely chosen play: open-ended, unstructured play which has a significant effect on the socio-emotional (e.g., ability to work cooperatively) and cognitive (e.g., problem-solving) well-being of children. By adding the element of working with large loose parts outside, we meet another need, physical well-being. Inviting students to lift and manipulate large loose parts in the Adventure Playground encourages students to be more active, developing both gross and motor skills. This type of play offers students an opportunity to explore, experiment and be creative. Students learn to take risks and work collaboratively with peers while solving problems and developing resilience. By observing their play, we have linked their experiences with the Big Ideas and expectations of the Ontario Curriculum and have observed a positive impact on student achievement.

We are currently developing a template for Loose Part Adventure Play which would involve the planning (e.g., purchasing approved loose parts), implementing (e.g., managing risks), delivering (e.g., setting up age-appropriate pedagogical provocations) and assessing outdoor experiences with everyday objects (e.g., making links back to the Ontario Curriculum). As students regularly and repeatedly visit the Adventure Playground and experiment with loose parts, we observe a significant impact on student achievement and well-being (e.g., socio-emotional, cognitive and physical). We are documenting these stories and sharing our experiences within our school community, our school district and beyond. This model would be cost-effective and scalable within the Ottawa-Carleton District School Board and other publicly funded school boards in Canada.

1H - Play it Forward with Playfutures: A global research and innovation network

Louise Zimanyi (Canada)

PlayFutures™ is a new global network that advances Learning through Play and elevates the importance of the topic within family communities, education systems and policy agendas around the world. As a driver of change, Playfutures brings the evidence of learning through play together with successful practices, by engaging members with a shared mindset on the importance of research, and a greater engagement of the different disciplines involved in children's play and learning.

Working to develop new research and innovation, the aim of the network is to deepen understanding of how children learn through play while fostering the development and sharing of activities and strategies that support Learning through Play. Join the movement and play it forward! See <http://www.playfutures.net/public/home> for more information.

Outdoor Classroom Day: Giving play cultural caché

Cath Prisk & Tom Sheppard (UK)

Building a global campaign to change the way parents, schools and community leaders think about play and the outdoors by reaching out through schools. Outdoor Classroom Day targets primary schools (3-12) and driven at the grassroots in at last 7 countries worldwide by NGOs. The campaign is led by Project Dirt globally, working with (and funded by) the Dirt is Good brands globally. It has been led by local NGOs in seven countries and set to expand in 2017.

Outdoor Classroom Day will:

- Challenge teachers and parents
- Raise awareness that every child needs to engage in play-based outdoor learning in order to learn, develop, and build skills for the future
- Motivate schools to get involved in a single day of action
- Inspire head teachers and schools to enable children to get outdoors to learn and play all year round
- Influence parents and communities around those schools, to think of playing outdoors every day is just part of every childhood

Outdoor Play has so little cultural cache in most countries that we focus on outdoor learning initially, though bringing in play alongside it, and then support schools through resources shared to appreciate more the importance of outdoor play for itself. Our goal is for at least 10 million children to go outdoors to learn and play on "Outdoor Classroom Day" in at least 50,000 schools worldwide by 2020. In 2016 we reached 450,000 children worldwide. In the UK 1500 schools got involved, led by Eco-Schools England, with support from organisations like Play Wales. In Canada 11,000 children were involved in 175 schools.

Activities included:

- Den Making in Saudi Arabia
- Kayaking in Canada
- Jumping in leaves in Pakistan
- Junk play in the UK – followed by a commitment to go out every day, seeing children gradually relax smile, and play...

The key outcome for this presentation will be to: engage potential partners and supporters globally who can help grow the campaign, and discuss how best to work with schools in different continents to make play part of every day.

'Playground Ideas': A million children playing in over 143 countries before Christmas

Marcus Veerman (Australia)

Although we have made huge advances globally in recent decades we still have a long way to go on childhood development. Sadly, 43% of children under 5 (over 250 Million) are failing to reach their development potential and although over 90% of the world's children attend school, recent UN reports show that a staggering two-thirds of primary age children in low-middle income countries are failing to meet the minimum benchmarks of school. After all recent efforts, school is still characterized by overcrowded classrooms, poorly trained teachers, and rote learning. These issues lead to life-long negative consequences and perpetuate the cycle of poverty. The good news is that there is a simple solution and this is where Playground Ideas' initiatives come in. Research has shown that when children are provided with the opportunity for stimulating, quality play in early childhood, the impact on their ability and desire to learn is significant. Not only that, but longitudinal studies have also shown that play interventions results in significantly raised IQs, greater levels of education attainment, higher rates of employment and increased wages and these improvements combined has the ability to break the crippling chains of poverty. Playground Ideas' free online resources have been created so that anyone, anywhere can create stimulating, creative play spaces for children using only locally sourced and recycled materials, tools and labour. Our resources include manuals on designing, building, safety, loose parts and inclusive design, over 150 playground elements, each with full building instructions and an online 3D playground designer. Our creation of the Global Play Alliance, a global network of play-based organisation also continues to grow, working together to create play opportunities and to promote play as a key tool to children's learning. Participants will learn about how Playground Ideas has created a movement and equipped and empowered over 1800 communities in 143 countries to build their own playgrounds. You will get information and free access to all their resources and tools to improve your work and empower others to create play wherever they are.

11 - Exploring the importance of play in nurturing social and emotional well-being

Shefali Geoffroy Chateau and Gina Blank (Canada)

This interactive workshop will examine how play supports children's ability to regulate their emotions, thoughts and behaviours, engage in positive social interactions with others and solve problems. Participants will explore a variety of play environments and experiences to discuss how the use of intentional learning supports can meet the diverse learning needs of children in their play spaces. Current theory and research on regulation and strategies to enhance a child's ability to be calm, alert and ready to learn will also be shared. Particular emphasis will be placed on the quality of relationship between the adults and children and the importance of co-regulation in supporting children's well-being. Participants will be provided opportunity to reflect on the learning theories presented and make connections to their own play experiences.

This workshop relates to the themes of Learning and Development as well as Child and Family Health and Well-being. Learning outcomes for this workshop include:

- Understand the role of child-directed play in helping children to confidently explore their environment and develop skills that support life-long learning
- Identify how play experiences foster the development of positive relationships with peers and adults and provide the basis for emotional well-being
- Create playful learning opportunities that support children to express and regulate their emotions and learn to be independent problem solvers

1J - The Application of Forensic Playwork

Marc Armitage (Australia)

This presentation will introduce the concept of 'Forensic Playwork' – the application of observational methods and techniques to the study of play spaces including institutional settings such as the school and pre-school and non-institutional settings such as neighbourhood streets and informal/improvised play spaces. Forensic Playwork compliments the principals of the Play Cycle, a method of defining the process that children pass through while playing from the moment before playing begins to the point where playing ends. First defined by the Playwork professionals Gordon Sturrock and the late Prof. Perry Else, the Play Cycle has become a staple of the Playwork Sector. In one element of the cycle, it defines the physical and imaginary context in which play occurs as the Play Frame.

Forensic Playwork aims to identify and interpret the physical signs left behind by playing children and young people that identify where Play Frames have transpired, interpreting what playing has taken place there even if the children and young people themselves have long left the site. This technique can result in a greater understanding of how a playspace is being used and aid recommendations on enhancements.

The presentation will use photographic examples from the authors thirty-years of fieldwork in making play-audits at more than three-hundred schools, pre-schools, playgrounds and neighbourhoods in numerous countries. It will point out universal patterns of play that leave identifiable signs in the physical environment that can be 'read'. The presentation will conclude that Forensic Playwork is a tool that can be used to assess how, where, and how often children are playing in play spaces where observations of them playing might be difficult or impossible. It will point out some aspects which are obvious, some which are less so, and others that are plain weird.

Using GPS to study outdoor social play

Jenny Gibson, Stephen Hailes, Heravi Behzad & David Skuse (UK)

Hopscotch is a multidisciplinary research project which is developing high-precision GPS to study the social dynamics of children engaged in outdoor play at school. The project aims to address challenges faced by the playwork and play research communities in developing naturalistic, feasible, and objective measures of studying school recess. Specifically, we aimed to address issues of observer bias (subjectivity), poor reliability of questionnaire methodology, and, difficulty in simultaneously measuring behaviour of a number of children playing in a group. Finally, we also aimed to explore whether the GPS method could be used to detect any differences in social play behaviour associated with the quality of the play environment.

The project team worked together with a class of children to develop wearable GPS trackers which were functional, practical and acceptable to children from a range of cultural backgrounds. Extensive piloting and development of the hardware/software was carried out. Once developed, the wearables were used to track the group of children over each lunchtime recess for a period of two weeks. In this baseline condition, the play offer was that typically offered by the school with no materials on offer, other than an asphalt space with painted lines.

Following this, a Loose Parts Play offer was introduced to the playtime and children were again tracked for a period of 2 weeks. Traditional observation and questionnaire methods were also used as a means of validation of the GPS derived results. The successfully developed hardware and software tools will be presented at the conference, including discussion of the development process. Data analysis is ongoing at the time of submission, however we will present results regarding the identification and validation of using GPS data to detect different aspects of social play and how these behaviours changed as a result of the introduction of 'loose parts' to the play environment

Web-mapping the city: Social, play, leisure and emotional geographies for youths

Frederico Lopes, Rita Cordovil & Carlos Neto (Portugal)

We present a cross sectional study using “SoftGISchildren” methodology focused on the interplay of affordances and urban typologies. A total of 145 sixth to ninth graders, from three schools located in the west, coastal and east of the metropolitan area of Lisbon were involved in this research. Through a child-friendly web-map survey, participants selected and marked meaningful places according a set of pre-established social, play, leisure and emotional expressional categories of affordances. Subsequently, each place-affordance was classified according a typology of 11 urban spaces was created specifically for the study’s purpose.

A total of 1777 places were identified, 145 of them were home places and 1632 corresponded to affordances distributed across the four expressional categories. Mean number of affordances by participant was of 12.26; more social affordances were found, followed by leisure, play and emotional ones; and neighborhood area was also most prevalent in social affordances. Most play and leisure affordances were found be youth-led, although ideally even more of these interactions would be likewise.

As for urban space typologies, “green space”, “housing space”, “commercial space” and “school” were the most frequently used settings to actualize affordances. In “exterior play and sports spaces” and “waterfront spaces”, more than half of the affordances actualized were of play category; and in “commercial spaces” and “recreational and leisure spaces” more leisure affordances were actualized. Also, girls’ frequent use of commercial space was higher than boys’, and boys’ use of exterior play and sports space was higher than girls’. Our findings reveal that youth-place interactions are pervasively mediated by social affordances, namely in the neighborhood area and in most urban typologies. Nevertheless, play and leisure affordances are more expressive in specific outdoor and indoor settings, respectively. Thus, in city environments, both naturalized and artificialized geographies are important promoters of youth-led play and leisure interactions.

1K - Playing in nature: The experience of Tupinambá children

Christiana Profice & Léa Tiriba (Brazil)

The children of the Tupinambá indigenous community have in nature their daily space of play. The Tupinambá form a community that lives in the coastal Ilheus, in Bahia, in Northeastern Brazil. In a qualitative and quantitative research that involved ten indigenous schools we realized drawings sessions, interviews and footage of the activities carried out during the school year. Children have between 5 and 14 years old. Teachers of indigenous schools were also interviewed. Our main objective was to access children's feelings and knowledge about the nature and observe the activities that take place in natural environments. The guiding concepts of our research are place attachment (Chawla, 2006) and Biophilia (Wilson, 1985). The data collected allow us to state that the Tupinambá children have a strong bond with the nature of the place where they live and a sense of belonging to the natural world that can be identified in their drawings and speech. When asked about activities that could be carried out in nature, play occupy a prominent position. During the video record of the outdoor school activities we found that natural environments such as rivers, hills, sandbanks and forest are actually the spaces of everyday play. We also observed the absence of industrial toys which, in our view, calls for inventiveness of children in create their own toys. In addition to these observations we found that beyond the continuous exposure to the natural context, also the indigenous cultural context promotes interaction between children and natural environments. Play in natural spaces is a cultural heritage transmitted between generations as reported by teachers. We could know that during their childhoods the teachers themselves used the same natural spaces for playing and also created their own toys from the available natural resources as corn cobs, pieces of trees and clay. The results of our research indicate the importance of natural areas for the full child development and stress the need to create opportunities for interaction with nature to urban children.

Bringing nature back to children through play in home gardens

Mega Suria Hashim, Ismail Said & Nurul Nadiyah Sahimi (Malaysia)

Children are fast learners when they are young which we believe that natural environment can bring greater academic achievement, creativity, and joy to them. It is disappointing to see if fewer children walk in the park and less interacting with nature. Previous studies have shown that children are spending less time playing outdoors as they being brought up with screens and devices at their fingertips. The absence of play environment is not only influencing the quantity and quality of children's play but also giving an impact on their health and well-being. Hence, most of the parents today, steer their children away from messy experiences, without noticing that sensory play is a huge part of healthy development. Therefore, as adults, we need to support children and letting them experience the space to play in the environments which rich in creativity, imagination, and exploration. In other words, play is good for the 'emotional health' of a child. The aim of this research is to obtain a baseline on young children personal connection towards nature. This research focuses on the concept of children outdoor learning through play with home garden that emphasize learning environments through direct, indirect and imaginary. Behavior of 25 children, 6-12 years old, were elicited during their farming activities at the home garden. This is to engage them to learn science through hands-on activities and experimentation. Through the participatory approach, this research was conducted in a rural setting area at No 62 Kampung Gunung Pasir, Sri Menanti, Negeri Sembilan, Malaysia. Data on children's participation elicited using Mosaic Approach techniques through observation, photography, interviews, drawings and map making. The findings reveal that playing with garden elements promote balance, agility and depth perception. This experience shaped the children's learning behavior such as attitudes, belief, and self-perceptions. In other words, play with nature allows children to think in a broader sense which known as learning through integration. The research concluded that, by integrating and utilizing the outdoor elements that associate first-hand experiences, its gives an impact to cognitive, affective, interpersonal and physical for the growth and development of the children.

Outside is where I need to be: Why providing optimal early childhood centre outdoor environments and time in nature is so vital for the holistic development of the child

Cheryl Greenfield (New Zealand)

This presentation shares the culmination of research findings from four research projects that investigated, using case study methodology and innovative data collecting tools, children's, parents' and teachers' perceptions of outdoor environments in early childhood education and care settings. Key characteristics of optimal outdoor spaces for young children arose from these studies have been published in "Outside is where we need to be. A guide to providing optimal outdoor environments in early childhood settings (2nd.ed.)(Greenfield,2011). Also arising from these projects was evidence of the role the outdoors and being nature plays in fostering a 'morality of care' or 'ethic of care' alongside children's spiritual development. Morality and spirituality is about what is in the heart, soul and spirit therefore contact with nature and the natural world is increasingly acknowledged as being imperative in fostering these aspects of a child's development. Care of mother earth (Papatūānuku), moral and spiritual development are integral to the development of self and embedded within the goals of Aotearoa/New Zealand's early childhood curriculum Te Whāriki. There is for early childhood teachers a responsibility to create environments in which children can develop holistically. What better way to do this than by providing optimal outdoor environments and rich nature experiences for all children.

1L - Loose Parts Work: Lessons from Evergreen Brick Works Children's Garden

Luke Howie & Morgan Zigler (Canada)

Evergreen has been learning about loose parts play in nature both through its work on Canadian school grounds and through hosting thousands of kids annually at Evergreen Brick Works, our site in downtown Toronto.

This play shop will focus on sharing Evergreen's approach to outdoor loose parts play in nature. Key skills, materials and tools will be demonstrated and discussed along with our approach to facilitating this kind of play work with children. Additional content will include managing risk, age and stage appropriateness of activities, and adapting to various group sizes, settings and diversity.

Themes running throughout include:

- 1) Stewardship: cultivating materials for play
- 2) Tool Use: hand tool use by children (from physiological, developmental, and risk perspectives)
- 3) Child-Led Play-Based Design: Engaging children in co-creative design through play

- Relevance and value for the play community:

This hands-on play shop will explore Evergreen's transferable approach to using a natural pallet of Loose Parts materials across a wide range of programming. We will explore the challenges and opportunities inherent to involving Children in the cultivation of these materials and identifying their potential uses and demonstrate how this approach can be used as a powerful entry point for cultivating a stewardship ethic in children; bridging disciplines, as well as for encouraging the rethinking of play as a valuable source of meaningful stewardship work

- Play-related issues or topics being addressed:

- o Process- and product-driven approaches in Loose Parts play
- o Children's natural preference for play as meaningful "work"
- o Benefits of risk: risk management for building and hand tool use
- o Connecting Loose Parts and Environmental Stewardship
- o Personal expression through tool use, building and design
- o Collaborative, natural material art-making as play

Through a series of practical hands-on experiential group activities, Evergreen staff will model and demonstrate a range of Loose Parts activities and facilitation techniques to illustrate successfully engaging children in this process. Evergreen's approach to Loose parts play will be outlined and discussed. Furthermore, as we explore the connection between play and stewardship, we will discuss child led learning, and identify appropriate land-based tasks and associated activities in a variety of settings. This play shop will focus on skills, activities and topics which characterize our approach at EBW. Participants will come away from this Play shop with more confidence and a greater understanding of the theory and practice of natural materials Loose Parts play, as well as how Stewardship work in the landscape supports this work.

1M - Creating a population-based "Child Play Index" pertinent to research, practice, and policy

Martin Guhn, Alisa Almas, Lori Irwin, Tavinder Ark, Kimberly Schonert-Reichl, Eva Oberle, Anne Gadermann, Barry Forer & Pippa Rowcliffe (Canada)

Goals of Playshop:

- (i) Present BC's population-level monitoring system on child development and social-ecological context factors;
- (ii) Illustrate empirical associations between play and child development outcomes; and
- (iii) discuss the conceptualization and development of a neighborhood-level 'Child Play Index', and identify potential benefits of a Child Play Index for research, practice, and policy purposes.

Playing is an essential aspect of childhood, learning, and healthy development; a socially and culturally valued activity across the life span; and a child's right. Play is a favored leisure activity among children – but in numerous societies, 'opportunities for children to play have continually declined' (Gray, 2011, p.443). This is concerning, because a lack of play is associated with detrimental developmental outcomes (e.g., poor emotion regulation, social skills, and mental health).

Many barriers to play are known – e.g., less recess in schools; perceived lack of neighborhood safety; longer school days; more homework; and lack of space. To overcome existing barriers, it seems necessary to make children's play a priority in societal discourse and see how concepts of 'play' can inform decision making at multiple levels: that is, within governments, schools, communities, and families.

Project: BC's child development monitoring system

Since 2000, the Human Early Learning Partnership at the University of British Columbia has, in collaboration with three ministries (Education, Health, and Children and Family Development), been building a monitoring survey system designed to capture child development outcomes and social-ecological context factors for the entire child population of BC. The surveys collect parent, teacher, and child report data, and include questions on play activities, outdoor play, physical activity, barriers to 'child-friendly activities' and to 'children's activity wishes', and on children's social, emotional, physical, and cognitive development, health, and wellbeing.

Playshop structure: creating a 'Child Play Index'

To accomplish the Playshop goals, we will (i) share and discuss our surveys and recent empirical findings; (ii) engage in small-group brainstorming; and (iii) facilitate a group discussion about the creation of a "Child Play Index" and building data dissemination and knowledge translation platforms that motivate schools, communities and governments to integrate 'play-based' thinking into their decision-making frameworks.

2A - IPA Access to Play in Crisis: Rights and practice handbook

Marianne Mannello, Martin King-Sheard & Theresa Casey (UK)

The Access to Play in Crisis Handbook (IPA, forthcoming 2017) has been produced to support people and agencies working in crisis situations so that they are better able to understand and support children's everyday play. It defines situations of conflict as humanitarian, natural and man-made disasters. It aims to support every-day, community-based play opportunities for children in crisis situations and to bring about change at two levels:

- the practical application of children's right to play within programmes for children in situations of crisis;
- and a raised awareness of this right at a strategic level so that the resources and networks will support sustainable impact.

The Playshop will introduce the new Handbook using a practical interactive and fun style so that participants gain an insight into ways in which we can support the play rights of children in very challenging situations and, in doing so, support their physical, social, cognitive, emotional and spiritual development.

The Playshop will focus on the practical elements of facilitating play including: the role of adults, supporting play, features of the environment, balancing risk and benefit and reflective practice. Participants will reflect on the implications for a range of different circumstances in which children face barriers in exercising their play rights. They will be invited to contribute their own experience and observations so that together we can further develop our understanding of play in the context of crisis.

IPA's aim for the Handbook is that more local and international organizations working for children in crisis will fulfil and implement children's right to play in their area of work. Our aim for the Playshop is that participants will take away:

- a deeper understanding of play in the context of crisis;
- some useful techniques for facilitating play
- underpinning concepts to consider further in relation to their own area of work;
- and, memories of a fun and inspiring workshop.

2B - Play in the learning environment: An occupational therapy lens

Laura Addington (Canada)

For almost one hundred years, Occupational Therapists have been working towards enabling active participation in the daily lives of their clients. Numerous scholars and authors in the realm of occupational therapy have tended to the topic of play; discussing the benefits of play, methods to enable and assess play, knowledge related to play, and its valued place in the lives of children and adults. This breadth of knowledge can be found in Mary Reilly's classic occupational therapy text "Play as exploratory learning." As well as in Anita Bundy's continuing work in evaluating loose parts play, and even through a Canadian model of inclusive play- Francine Ferland's "The Ludic Model." With many other contributions on the topic, there has no doubt, been attention paid by the profession of occupational therapy to the topic of play.

In current occupational therapy practice however, play is often emphasized as a tool, but not often identified as the goal of support; a means to an end, but not always an end itself. In a school based learning environment, children are often identified for support based upon deficits and lack of independence with basic skills, not based on challenges with the occupation of play. Given this deficit based funding climate, and school, hospital or community expectations of what appropriate 'goals' should be for children, it can be challenging as an occupational therapist (or other educational personnel), to find ways to advocate for a child's right to play. This session provides a basic overview of occupational therapy literature related to enabling all children to participate actively in play. As well, it will cover one Occupational Therapist's journey to create accessible and engaging play opportunities in an inclusive school setting in Calgary, Canada.

The experience of play for children with high levels of physical disability

Naomi Graham, Anne Mandy, Channine Clarke and Christopher Morriss-Roberts (UK)

The research project aimed to understand the experience of play from the perspective of children with high levels of physical disability due to Cerebral Palsy (CP). Play is a primary occupation for all children and is a key area for consideration of parents and professionals. Children with disabilities are often described to be less able to participate

in play than their typically developing peers. Findings from the present research suggest that participation in play may be experienced differently by children with physical disabilities.

Six children with high levels of physical disability due to CP participated within three semi-structured interviews discussing their own experience of play. Within the interviews children referred to a video of themselves playing which was taken at the start of the session. The use of visual methods such as the video, showing of toys, and drawing, allowed a greater depth of discussion with each child. Interviews were videoed and transcribed, they were analysed using Interpretative Phenomenological Analysis. University ethical approval was gained for this project.

Interpretative themes were explored as a result of the children's interviews. Children do experience play in several ways that differ from their typically developing peers. Children experienced autonomy and were able to play independently when they had the support of adaptive equipment and carers. Children described participating in play as a chance to experience freedom and control through the suspension of reality; this was sometimes through playing characters who did not have CP or were superheroes. The findings of this study provide an insight into the experience of play for children with severe CP. This is important for all professionals working with this population in order that their ability and right to participate within play is recognised and promoted.

How Developmental Coordination Disorder impacts play and leisure for children and families

Paulene Kamps (Canada)

This presentation offers an overview of a serious (Sugden, 2006) but seldom recognized childhood condition called Developmental Coordination Disorder (DCD) (Wilson, Neil, Kamps, Babcock, 2012). Audience members are invited to learn about and consider the needs of this unique population as it relates to play. Identified by the American Psychiatric Association and World Health Organization, individuals with DCD have trouble performing the motor skills needed to engage in the games, sports, fun and related leisure activities of their peers. Not due to an intellectual disorder, visual impairment, or specific neurological condition (APA, 2013), these otherwise typical youngsters present as clumsy, slow and inept. Their delayed motor development and inefficient movements result in many frustrations and struggles as they try to learn and perform motor skills in the same manner as other children.

Researched internationally, the prevalence rate of DCD is 5-6%. Because these youngsters cannot succeed in or keep up with the play activities enjoyed by their peers, associated effects arise; these include maladaptive behaviors, emotional distress, reduced social skills, bullying and exclusion or withdrawal from play and leisure opportunities. Other secondary consequences associated with DCD include psychological pain, mental health concerns, poor physical fitness and other health risks (Blank, Smits-Engelsman, Polatajko & Wilson, 2012). Yet, recognized, diagnosed and treated early, these youngsters - who truly want to engage and play with others, can make noticeable gains.

Offering information about this important topic will help more people recognize the needs of and stimulate advocacy for these disadvantaged youngsters. As knowledge and understanding about DCD develops world-wide, it is entirely possible that peers – instead of rejecting them, could become 'play coaches' and support full inclusion for these clumsy and too-often missed youngsters (Missiuna, Moll, King, King & Law, 2006). In supporting the needs of individuals with DCD, comprehensive and healthy play opportunities would not only benefit them, but parents, other family members and peers as all involved could enjoy more active and healthy play experiences at home, school and the broader community.

2C - Ambassadors for play: Next generation play workers

Matt Leung (Canada)

Vivo is on a mission to raise healthier generations in Calgary and beyond. Our objective is to create local solutions that help shift individuals to lead a healthier, active life and shift the recreation sector to provide supportive environments for this. In 2013, Vivo's Play Ambassador program was born out of a desire to help shift the needle by supporting families through play education and unstructured play provision both inside Vivo's walls and out in the community. A proud partner of the Lawson Foundation's Outdoor Play Strategy, this program is part of a series of projects selected to inform learning about how to support Canadian communities to increase children's opportunities for spontaneous outdoor play.

The Play Ambassadors are a team of energetic play advocates that seek to increase knowledge and participation for play by instigating unstructured play opportunities for families in Vivo's free open spaces, gymnasiums, and at community events. However unlike traditional playworkers, the Play Ambassadors not only enable play, but immerse themselves fully in the play experience with the participants. They become more than a playworker, they become real life loose parts that enhance the play experience of the child and family. This unorthodox approach has allowed the Play Ambassadors to successfully engage families in conversation about the importance of play and has had a measured impact on the amount of families playing at Play Ambassador events in the community. This facilitated approach combined with simple activities and materials has helped foster enriching environments for play in north-central Calgary that is helping to build bridges between families and children.

Come and learn about how the Play Ambassador team has impacted the capacity for play in our community and organization! Experience first-hand how the Play Ambassadors passionately communicate the value of play, and most importantly act as a role model for play by being silliest and most ridiculous people present in order to encourage adults and older children to feel more comfortable and safe doing the same!

2D - School recess/breaktimes: Implications for social, psychological and cultural development

Ed Baines (UK), Peter Blatchford (UK), Lauren McNamara (Canada) & Anna Beresin (US)

There is increasing interest in recess/ breaktimes in school life as important times for children's play, physical activity and social development. However recess and break times are often disregarded by policy makers and often seen as a problem by schools, and much effort goes into the control of children's play and social experiences. But there is a lack of empirical research on the play and social experiences during these times and the implications of these for children's social, emotional and physical wellbeing and peer culture.

This symposium draws together key researchers with extensive research interests in recess and children's development from three different countries and as part of a developing international collaboration. Adopting overlapping multidisciplinary perspectives Lauren McNamara (Brock University, Canada), Anna Beresin, (The University of the Arts, USA), Peter Blatchford and Ed Baines (UCL Institute of Education, UK), will report and reflect on their research and the implications of recess and involvement in play and games for children's peer relations, their life trajectories and wellbeing, and cultural transmission processes. Speakers will highlight important implications for educational policy and practice.

2E - Mind the gap: Perceptions of active energetic play or “risky” play in the child care setting

Nancy Ogden, Dawne Clark, Katie Jewitt & Paxton Bruce (Canada)

Engagement in active energetic play – complete with potential risks - is essential for healthy development (Participation, 2016). The evidence is clear: children are spending more time indoors participating in sedentary behaviours than being active either indoors or outdoors in natural environments (Participation, 2016). The Preschool Physical Literacy Research Team (PPLRT) of the Centre for Child Well-Being (CCWB) at Mount Royal University continues to explore ways to enhance preschool physical activity and physical literacy in Alberta child care settings. We believe that the developmental impact of increasing active energetic play opportunities in these settings will lead to foundational behaviours linked to healthy active lifestyles over the lifespan.

Amendments proposed by the CCWB to the Alberta Accreditation Standards in 2012 mandate the provision of physical activity/literacy for children in child care settings, including active energetic play. Yet a gap appears to exist; some Early Childhood Educators (ECEs) argue that there are barriers or inconsistencies between accreditation standards and existing policies licensing of “safe” play. The PPLRT has been working to assess and bridge this gap by working with a provincial inter-sectoral Active Play Leadership Team made up of a variety of stakeholders in the child care sector. Our network of partnering child care centres in Alberta allowed us to explore the perceptions of “risk” in active energetic play for children in child care settings.

In this presentation, we will present data providing stakeholder perceptions of “risk” and barriers related to active energetic play gathered from ECEs, parents, and licensing officers within child care settings. We will also present examples of cross-sectoral collaboration and system alignment from Health and Safety of Alberta, Licensing Regulations and the Licensing Act of Alberta, and Alberta Accreditations Standards, all of whom are invested in the promotion of a healthy and active lifestyle for young children.

Physical Literacy in the Early Years (PLEY) Project

Michelle Stone, Angie Kolen, Daniel Rainham, Laurene Rehman, Joan Turner, Jane Cawley, Natalie Houser & Sara Kirk (Canada)

Changes in standards for outdoor play spaces in early learning centres (ELCs) have restricted children’s opportunities to engage in unstructured, self-directed and “risky” play. These movements are necessary to develop physical literacy (PL), defined as the motivation, confidence, physical competence, knowledge and understanding to value and participate in physical activities (PA) for life. There is growing interest in promoting children’s PL in Canada; ELCs provide an opportunistic environment for promotion by introducing loose parts. However, little evidence exists regarding the influence of active outdoor play with loose parts in ELCs in developing PL.

The purpose of the study is to explore the efficacy of a loose parts intervention to 1) improve children’s PL; 2) increase active outdoor play; 3) improve educators’ attitudes, beliefs, perceived competency and intentions towards incorporating the intervention into practice; 4) increase educators’ and parents’ understanding of play in children’s health and development. This study, supported by the \$2.7 million Lawson Foundation Outdoor Play Strategy, will provide loose parts in an outdoor setting to preschool children at ELCs across Nova Scotia. The impact of loose parts will be assessed from children’s PL and PA. Educators will receive training regarding active outdoor play using loose parts. Educators and parents will share their experiences and attitudes towards active outdoor play and loose parts. Measures taken at baseline, 3, and 6 months post-intervention will be compared with non-intervention ELCs (controls).

This presentation will share preliminary findings gathered on children, parents and educators, and evaluate intervention fidelity, dose, quality of delivery, responsiveness of participants and adaptations during implementation. Information collected on benefits and challenges of children's active outdoor play, and perceptions of risk taking in children's PA participation, will be presented. The study's multi-sectoral collaborative community of practice, and our scoping review on loose parts for promoting PA (Houser et al., 2016; AIMS Public Health), will be illustrated to lead discussion around the potential of this work to support policy-level changes that would encourage provincial/national sustainability and scalability. Evidence generated from this novel early years intervention will inform the delivery and promotion of active play for improved PL and PA in children.

Conquering the tyre tower: Toddlers engaging with challenging, risky play

Helen Little & Matthew Stapleton (Australia)

Recent years have seen a growing focus on the importance of children's risky play for their learning and development. Indeed, the Australian Early Years Learning Framework (EYLF) explicitly refers to the need for children to take considered risks to develop their emerging autonomy, inter-dependence, resilience and sense of agency as well as supporting their social-emotional wellbeing through accepting challenges, coping with frustrations and the unexpected as they seek to experiment and take appropriate risks in their play and learning. In addition, the National Quality Standards identify the important role that educators have in raising children's awareness of safety issues whilst supporting them to develop the skills to assess and minimise risks to their own safety.

Whilst previous studies have examined the risky play of 4 to 5 year old children (Sandseter, 2007; Little, Wyver & Gibson, 2011), less is known about younger children's risky play and how they begin to learn how to appraise risk. This paper will present preliminary data from a case study of a group of 18 month to 2-year-olds' outdoor play in an environment specifically designed to encourage risky play as they learn to negotiate the space, test their abilities and deal with the risks associated with the environment. The focal point of the outdoor space was a tyre tower that represented a physically challenging climbing experience for children. Children's play was observed and recorded using Go Pro cameras and audio devices to capture adult/child interactions over a period of 5 months in the outdoor environment of their early childhood education centre. Play was analysed in relation to both child and adult behaviours that supported the development of children's self-management of risk.

2F - Research in action: The Haysboro Community Park

Sonja Sahlen, Meg Kendall & Tracey Martin (Canada)

What is a natural playground? Is it the newest trend or a solution to a search for high value play spaces? How do you measure the success of a park? How do you define park success? This symposium is designed to leverage the evaluation of a playground revitalization project and to show how specific research strategies can be used to measure the success of park and recreation projects.

The Haysboro Community Park Project is a community-driven initiative, revitalizing a City of Calgary playground into one of the first nature playgrounds in Calgary. Conceptual design began in 2014 with Phase One construction completed in November 2015. Two research projects have evaluated the success of this playground design using different quantitative methodologies to provide insights into usage data both before and after the revitalization. By using this project as a case study, this symposium is designed to address two key themes; making a case for nature playgrounds, and demonstrating the value of research in measuring the success as well as shaping the design of a public playground. Including targeted, quality research on park usage has proven both feasible and invaluable for this project and can be used as a model for future play projects. This symposium will present two proven methodologies to evaluate the effectiveness, utility, and thereby success of a community play space.

The goal of this symposium is to spark a conversation about the use of research to drive play space design decisions, and to share data that supports the case for nature playgrounds as a worthy option. Attendees will:

- Follow the process of designing a nature playground from conception, community input, design, construction, evaluation and Phase 2 planning.
- Gain insight into why nature playgrounds are a great choice for community parks.
- See the success of the Haysboro Community Park marked in measurable, objective, metrics.
- Gain a better understanding of the types of methodologies available to research and evaluate community play spaces.
- Understand how data can be used strategically to make design changes, increase usage, and influence activity levels.

2G - Sharing memories of Adventure Playgrounds (45 min)

Wendy Russell (UK)

This session will show a short film made as part of a research project carried out by the University of Gloucestershire (UK) on Sharing Memories of Adventure Playgrounds, followed by discussion. The project used a range of creative, 'more-than-representational' approaches to gather and analyse memories of people who had been involved (as children and/or adults) with five Adventure Playgrounds in Bristol and Gloucester, UK, since their beginnings. The aim was to use these approaches to produce a range of artefacts that show the value of the Adventure Playgrounds then, now and in the future, and that can be used in advocacy.

We worked with the Adventure Playgrounds to bring together people who had played, worked, managed or volunteered there to talk with each other, look at old photos and respond to a number of creative prompts. The stories that arose were recorded using video, photos, audio recordings and the work of artists. From this, we made a short film that shares some of these stories and shows just how much the Adventure Playgrounds mattered and continue to matter for children, staff and communities as places for play and for so much more.

Adventure Playgrounds in the UK are currently under threat from unprecedented public expenditure cuts and the limitations of policy discourse. Contemporary social policy positions children as future producing and consuming citizens, requiring measurable outcomes from evidence-based professional interventions. Advocates for Adventure Playgrounds need to show how they can address policy agendas, yet many intuitively resist these totalising narratives. The project offers the play community possibilities both for alternative methodologies and complementary ways of accounting for value. It shows how 'play' is inextricably woven into all aspects of everyday life, offering a different perspective from play as a time and space bound activity that can be provided and that has predictable future-focused and/or policy-related outcomes. The discussion will be open, but could consider the particular research approach used and ways of expressing the value of Adventure Playgrounds.

MAP-ing a new way to play: Lessons learned from the Mobile Adventure Playground (45 min)

Keely Willment, Nalini Mohan & Sarah Jessup (Canada)

The City of Calgary is MAP-ing a new way to play – one that encourages independent, unstructured, creative, 'risky play' with its Mobile Adventure Playground (MAP). Adventure Playgrounds are dynamic spaces where children can explore, create, imagine and learn in their own way. They contain a variety of materials and loose parts such as tires, cardboard, rope, and pipes. Children are free to create, build, manipulate, or destroy their environments as they wish, while developing their imaginative learning, physical, and social skills.

In June 2015, ParticipACTION released a report card on the Physical Activity of Children and Youth in Canada, and we got a dismal D-. We know from the research* the value of free, 'risky', active and outdoor play in learning and development of children, and that it is an effective way to increase activity levels. To combat the ever-decreasing activity levels in our children, the City of Calgary, supported by the Lawson Foundation of Canada, piloted Calgary's first Adventure Playground in the summer of 2016. We offered this free, outdoor playground at various regional parks and community associations for fifteen weeks throughout the summer and fall. We were visited by more than 2,000 Calgary children and youth.

This interactive session will share our experiences with the pilot program from staff recruitment and training to operational challenges and strategies; from marketing/ communication to managing risk. We'll show how our adventure playground was evaluated through modified SOPARC (System for observing Play and Recreation in Communities) observations and parental reflections.

A "playshop" is the perfect format for this topic. As well as small group work and discussion, there will be an experiential component of a "mini" mobile adventure playground for you to try out yourself. You will walk away with hands-on, practical knowledge on how to implement this type of adventure and loose parts playscape into your own organization. Come play with us!

2H - Play perceptions and practices in New Zealand: The State of Play Survey

Scott Duncan, Julia McPhee (New Zealand) & Mariana Brussoni (Canada)

New Zealand (NZ), like many countries, is undergoing rapid changes in the way children are raised. Many believe that children are becoming increasingly sedentary, with less adventure and more limited play opportunities than their parents experienced when they were younger. Thus, the aim of this study was to examine current parental perceptions of children's play and play-related activities in NZ via a nationwide online survey.

The 2015 State of Play Survey – funded by Persil NZ – included 2,004 parents or caregivers aged 18+ years randomly selected from one of NZ's largest research panels. Email invitations were sent to a total of 13,400 active panel members (return rate 19%) with at least one dependent child younger than 18 years. Participants completed a web-based survey using a typical point-and-click interface. While some questions were developed specifically for this survey, others were taken from existing scales relating to play practices, independent mobility, and parental tolerance of risk.

Our results indicate that most parents recognise the potential developmental benefits of risky/unstructured play, such as climbing trees, using repurposed objects, engaging in rough-and-tumble play, and using adult tools. However, it is also evident that the majority of children do not often participate in a range of unstructured play activities; in fact, a reasonable proportion do not engage in this type of play at all. In addition, less than half of all children aged 8-12 years are allowed to travel alone in their neighbourhood, with around 5% doing so often. Key reasons identified by parents are the likelihood of road accidents (73.2%) and of encountering ill-intentioned adults (59.9%). Interestingly, the greatest influence on children's participation in unstructured play and exploration is the degree of parental risk tolerance. Despite widespread acceptance of the benefits of managed risk and less structure in children's lives, many parents do not allow their children to regularly engage in risky play or independent exploration. We believe that these results will help us to determine the best approach for generating widespread improvements in children's play opportunities.

Parents' perceived value of children's play: Opportunities and support for engagement

Keely Stenberg, Ana P Belon, Jane Hewes & Candace Nykiforuk (Canada)

Experiences in the early years of life can have a significant impact on life-long health and development of individuals. Caregivers, particularly parents, have the ability to encourage their children to participate in a range of play activities by providing them opportunities and support for participation. The purpose of this study was to explore parents' perceptions of their children's play in order to understand the recognized value of free play for children.

The larger research project, of which this study is part of, was designed with community partners offering public recreation preschool programming. This multi-method research project included one-on-one semi-structured interviews with parents whose children were enrolled in three play-based recreation preschool programs. Interviews were conducted over the 2014-2015 preschool year; a total of 34 interviews were completed at two sites associated with this study (26 at the beginning and 8 at the end of programming). Taking a multiple embedded case study approach, inductive thematic content analysis was used to understand parents' perceptions of play. The analytical theory of social ecology, and explanatory theories of biological embedding and social constructionism guided the discussion and interpretation of the research findings.

Parents recognized the importance of play in their children's lives. They identified a range of environments used by children for play, including public and private facilities such as local parks and attractions. Limitations on the variety of places used for play included geographic location, season, economic considerations, and familial schedules and goals. Many parents acknowledged that they enrolled their children in programs to enhance areas of their child's development. Child age, and subsequent developmental ability, was mentioned as a factor in children's activity participation and parent decision-making. Sharing information with parents about the benefits of stimulating and engaging play activities may help to increase their awareness and expand their conception of play behaviours that contribute to their child's development. Highlighting the potential developmental benefits of program experiences for children may contribute to parents' willingness to engage in opportunities outside of the home. Communities may be able to further support parents by providing open access to play-based programming.

Why school recess?: An exploration of the perspectives of children and parents in New York City

Keyonna Hayes (US)

The decline of school recess continues to be a controversial issue today for children and parents as the pressure to succeed academically outweighs the concerns for children's needs to play (Pelligrini and Bohn, 2005; Gray, 2011; Gray, 2013). The introduction of the No Child Left Behind Act of 2001 (NCLB) in U.S. public schools overlooked the importance of play for the development and well-being of children and adolescents. There has been limited research on the perspective of children and parents related to play and work-life experiences that has not been acknowledged and addressed. I designed this study with children and parents of low and middle income families in New York City (NYC) to address this gap in knowledge. For the literature review, the history of recess in schools in the U.S. is explored in connection to current issues of play in schools. This study involved a convenience sample of ten families with children between the ages of five and twelve and their parents, and interviews using a combination of narrative based and open ended questions were the primary data collection method used with parents and children to learn about their thoughts and feelings about play. The study provided valuable insights regarding the different perspectives of parents and their children on play. It also addressed specifically the impact of limited play opportunities in school and the abilities of parents to create work-life balance in their lives.

2I - Urban affordances and reflexivity: How the stage of social media transforms public space

(Oral Presentation)

Benjamin Shirtcliff (US)

The presentation will review a new approach to understanding the relationship between urban design and public life in cities through play. Play is a fundamental human trait that crosses gender, age, racial, ethnic, and cultural lines; and, represents a critical point of departure for creating cities that support heterogeneous social interactions. Access to streets, parks, plazas, and open space is an important part of maintaining a healthy lifestyle in cities. Participation in public places is key to developing competencies as citizens and sustainable development of cities. By focusing on adolescents' right to the city, I have identified barriers (social, political, and physical) that limit their access to places to achieve healthy, positive outcomes. Unfortunately, failing to support youth needs contributes to a burgeoning public health concern with a range of minor health and wellbeing problems that originate in youth and result in a whole host of problems magnified in adulthood. This sets up adolescents with persistent problems across the lifetime. Urban designers improve existing conditions—social, natural, and physical—to create places that encourage access and positive participation in public space. The presentation will show how big data from Social media, like Instagram, YouTube, and Twitter, generates new affordances for alternative forms of urban play—skateboarding, parkour, dancing, street art, climbing, etc. The presentation will identify how several different types of public locations in multiple cities already serve to support alternative play behaviors for adolescents, implying a reflexive turn in how young people learn about the potential for play in urban settings. The presentation will introduce participants to: daily environmental justice issues facing adolescents in cities; examples of their type of play from social media; advantages of urban design strategies that supports their play for sustaining healthy, urban environments; and, the challenges of incorporating play due to policy, zoning, and design constraints.

We were young once, too: Lessons learned that still matter

(Short Round Table)

Patsy Eubanks Owens, Sarah Little, Adina Cox & Janet Loebach

Adults are frequently guilty of suspecting any teenager of being up to no good. Their suspicious inspire the ubiquitous youth exclusionary practices that we currently see in public spaces. This 'play'shop session seeks to identify the basis of those suspicions – what were the things we did in our youth that lead us to assume young people are going to be causing trouble? Participants can elect to share those activities or not (some activities may be too secret to share), but we will use these memories as the basis for the 'play'shop discussion. This memory exercise will provide information to help us identify and discuss the link between these youthful activities and the developmental tasks of adolescents. How did meeting your girl friends at the mall or skateboarding in the urban plaza help you to be the person you are today?

The intent of this session is two-fold: to help each of us understand our own environmental background and the biases it has produced, and to identify the links between adolescent behavior and development so that we can better inform decision-makers (and any other adult) about why young behavior has a purpose.

2J - Child Friendly Edmonton: Growing a vibrant city with children

Ian Smith & Beckie Boutilier (Canada)

Children are the future of cities across the globe; a city which supports children, benefits everyone. Child Friendly Edmonton promotes the implementation of the United Nations Convention on the Rights of the Child at the level where it has the greatest direct impact on children's lives: in the cities where they live, learn and play. From Edmonton's 2016 municipal census, there are currently over 150 000 children aged 18 and under, representing

approximately 22%* of the total population, making Edmonton one of the youngest cities in Canada.

Child Friendly Edmonton is using play as a tool to grow a vibrant city with children. Free and imaginative pop up play increases accessibility and playability of our public spaces, as well as allowing for healthy child development. In the spirit of cooperation and collaboration we work with citizens, community groups and orders of government to facilitate active, creative and positive self-directed play. Facilitation of play animation can encourage children to have the freedom to spend their leisure time in their own way which can lead to building independence and self esteem. A Child Friendly Edmonton is a welcoming city where young Edmontonians thrive in a safe, accessible and well designed community. Edmonton's children and youth are listened to, treated with respect, and valued for their individual contributions. Families are defined in broad terms, so that children and youth, and their parents/guardians are welcomed and included. Since 2006 Edmonton's City Council has championed the Child Friendly Edmonton initiative. The initiative currently focuses on engaging with children, accessible buildings and spaces, inclusive programs and services and a downtown demonstration project.

In this session we will focus on collaborations, challenges and learnings on our journey of Child Friendly Edmonton from a philosophical vision and initiation, and it's evolution to an actionable plan.

Cities Alive: The Planning, design and management of future child friendly cities

Hannah Wright (Netherlands)

This session will share Arup's work on why and how we should be creating child-friendly cities. The time children spend playing outdoors, their ability to get around independently and their level of contact with nature are strong indicators of how a city is performing, not just for children but for all city dwellers. But everyday freedoms like play are decreasing, urban pressures are increasing and children's rights and services are at risk. We believe it is our responsibility as built environment professionals to enable city leaders, policy makers, developers and designers to take action in creating healthy, child friendly places to live, work and grow.

The project forms part of Arup's Cities Alive initiative - an invitation to collaboratively shape our urban future. It takes a human centred approach to rethinking the planning, design and management of cities in the future, responding to the underrepresentation of children and young people in the built environment and the need to honour children's rights to everyday freedoms such as play and independent mobility.

During the session we will share findings and recommendations drawn together from a global collaboration of leading thinkers, investors, lobbyists, solutions providers and policy makers. The session aims to empower people influencing and engaging with the built environment to integrate playfulness and freedom to explore as part of everyday life. Attendees will have the chance to learn from and inform the changing city drivers, opportunities and solutions for children and young people addressed in the research, in both our existing and future cities around the world, exploring:

- Integrating play in the city fabric.
- Health and well-being.
- Nature and the environment.
- Development and learning.
- Safety and risk.
- Creating inclusive cities for all.
- Digital opportunities.
- Resilience and sustainability.

The feedback from the session will help to combine expertise and solutions for cities, improving built environment practice. To share recommendations on how to design and manage child-friendly cities a global research publication will also be available to everyone for free to download online.

Reviving street play: Prospects for resident-led approaches

Tim Gill (UK)

Streets have historically the starting point and the main stage for urban and suburban children's play and exploration as they grew up. By the turn of the millennium this had changed dramatically in most towns and cities (in Europe, North America and Australasia at least). This is largely a result of traffic growth, urban planning strategies and policies, growing fear of crime, changing parental working patterns and a growing choice of indoor leisure choices within and beyond the home. However, as concerns have grown about children's retreat from the outdoors and their levels of physical activity, so interest in streets as places for play has been rekindled. One expression of this is the emergence of programmes of regular, community-led temporary road closures, organised with the support of municipalities.

The most significant model of resident-led road closures for play has been developed by the UK campaigning group Playing Out. The Playing Out model goes back to 2009. It is now being widely adopted across the UK, and has also reached Australia. In Bristol, home of Playing Out, over 100 streets have run over 3,000 sessions between them. Activity is now widespread and includes some more disadvantaged parts of the city. Hackney – one of London's most disadvantaged areas - has seen regular sessions in over 40 streets.

This presentation will share up-to-date findings on the model's strengths and weaknesses, its impact and its potential for expanding children's horizons. It will draw on a number of evaluations and research studies. These include an impact evaluation of a project by the London Borough of Hackney, a qualitative study exploring how the model works in disadvantaged areas, and a quantitative evaluation of the impact on children's physical activity levels carried out by Bristol University.

2K - The Nature of Play - Unstructured Nature Play in Registered Program

Barbara

Kowalzik (Canada)

Nature based play results in children that are more resistant to stress, have more positive feelings about each other, and are sick less often. While the benefits of nature-based play are both physical and cognitive, this type of activity can be difficult to incorporate into in a traditionally structured classroom setting. This session will explore how to incorporate unstructured play into registered programs such as day camps and school programs. Though programs such as these tend to be tightly scheduled, an effective way to encourage unstructured play is to include "free play time" into the daily schedule of events. By providing no traditional toys during this time, and encouraging children to use "natural" toys (sticks, trees), and incorporate features of the landscape (hills, valleys) into their play, ingenuity ensues! Through City of Calgary Parks programming, we have had children develop obstacle courses, relay races and a variety of other inventive games. Allowing children to develop their own games, using natural structures and natural toys, encourages problem solving, creative thinking, resourcefulness and collaboration. The development of these skills and abilities in children and youth often lead to increased confidence and physicality.

Nature 101: Introducing nature programming into child/youth courses

Chris Hicks & Hadi Fares (Canada)

This session was created to introduce basic nature programming in select non-environmental children and youth courses. This adaptive, multi-station session easily fits into any program, and can be molded to fit any time frame, audience, or location. There was a lack of environmental education in many of the programs offered by the City of Calgary, this was designed to fill that niche.

This hands-on session will allow participants to explore why Nature 101 was created and the contents delivered. This is an easily implemented program that introduces commonly observed plants and animals through trivia, artifacts, activities, and games. Participants will also discover how easy it is to incorporate it into any course that is offered.

2L - NB PLAYS! Outside: Less screen time, more green time

Michelle DeCoursey (Canada)

Concerns over child safety, coupled with the perceived risks of outdoor play have left kids with nowhere to roam but online. As a result, children's time outdoors and contact with nature are in sharp decline and the average Canadian child spends more than seven hours in front of screens each day. This excess of inactive screen time is linked to reduced academic achievement and an increased incidence of being overweight and obese. Thankfully, this unnatural trend is reversible. Leaders and educators of children and youth can become champions of outdoor play and learning and help this generation rediscover the great outdoors, foster connections with nature and engage in active, adventurous outdoor play.

Building on the success of NB PLAYS! After School and its cornerstone, The PLAYBOOK: A Resource for Quality After School Programming, Recreation NB branched out to create NB PLAYS! Outside. This complementary initiative was developed with the goal of motivating and supporting recreation leaders and educators in taking their programs outside and engaging children and youth in nature, risky and free outdoor play and inquiry-based, emergent and experiential learning. At our inaugural NB PLAYS! Outside Adventure, a two-day experiential outdoor workshop, Recreation NB engaged over 100 New Brunswick recreation leaders and educators in outdoor adventure, play and hands-on learning. This dynamic training opportunity saw local experts in outdoor education and adventure share their best practices, resources and ideas to build capacity among those who work with children and youth. These hands-on learning experiences equipped leaders and educators with the knowledge, skills and confidence to become champions for outdoor play and learning in their communities.

The NB PLAYS! Outside Adventure also provided a platform for the launch of NB PLAYS! Outside: An Outdoor Play and Learning Resource. Each participant was equipped with this magazine-style resource, designed for front-line leaders of children and youth programs. It features New Brunswick content, highlights key elements of quality programming and provides leaders with background information, benefits, best practices and ideas for incorporating outdoor play and learning into a holistic program framework.

Cultural Wilds: The benefits of non-traditional play and learning environments

Monica Giesbrecht (Canada)

Sharing seven Wilderness Destinations that have shaped the social, environmental and spiritual growth of Manitobans young and old through one of a kind nature play experiences. Sharing the special physical, organizational and programming qualities of B'Nai B'rith Camp, Living Prairie Museum, Fort Whyte Alive, Oak Hammock Marsh, Mariash Quarries, Winnipeg Folk Festival, and Riding Mountain National Park. Distilling the key characteristics underpinning these exceptionally successful wilderness play environments for those looking to do the same across the globe.

Warm up your winter with outdoor play

Kurtis Dinsmore, Adrian Merrick & Lisa Jensen (Canada)

Canadian children recently received a D minus grade for outdoor play from Participaction Canada. Combine this already low level of outdoor activity with Edmonton's bitter winter temperatures and dark days in the long winter months, and it seems that bears are not the only ones hibernating here! While research clearly indicates that outdoor play throughout the year is beneficial for many aspects of early child development, taking preschoolers outside to participate in winter activities is a tough sell for many young families across Canada and in winter cities around the world.

At Glenora Child Care Society we are striving to put an end to the idea that young children should sit inside during these frigid months. With the support of a grant from the Lawson Foundation's Outdoor Play Strategy, Glenora Child Care Society is specifically focused on outdoor winter play for young children aged one to five. By expanding, extending and enhancing children's opportunities to play outside in the winter months, we aim to both normalize and create excitement around outdoor winter play for preschoolers and their families. Through staff education, development of resources, parent engagement, community connections and celebrations, and new activities and materials, we are finding unique and innovative ways for our youngest children to play outside safely, actively and frequently during the winter months.

Going into our second winter with an enhanced winter play program, we are already identifying important components that support the participation of young children and their families in winter activities. Through ongoing engaged research with our families, and the opportunity to explore and innovate with our children and staff, we are developing a set of promising practices for outdoor winter play with young children that are transferable to many different environments.

The International Play Conference presents an ideal forum for us to engage with others interested in dynamic, active winter play by sharing our research and learning. We welcome the opportunity to connect with others and to together explore how the development of young children and their families can be facilitated through play outdoors in the winter.

2M - Playing with words... Making stories

Tracy Hayes (UK)

Once upon a time, in land far away, people came together to talk about play. They came from all the corners of the world. Some by boat, others by plane, a few from the nearer lands travelled on foot, bike or horseback. They all had tales to tell and stories to share, and were eager to meet other playful people. As they gathered together, words began to flow ... new stories were being made.

In this interactive playshop we will explore the power of story as a form of play that enables us to share experiences, so that we can learn from and be inspired by each other. There will be a mix of discussions and hands-on activities – chance to play and to understand why this is important. The stories will then be gathered together to weave a storied record of the session.

My doctoral research was a creative exploration of young people's relationship with nature. I discovered that the natural world can be a magical and enchanting place for young children, however it becomes more serious as we grow older, develop awareness of the state of the world, and begin to understand the urgent need to protect it. This message is very important, however we need to think more carefully about how we convey it. A recurrent theme throughout my research, was that young people responded most enthusiastically when facilitators of outdoor learning experiences were playful. I have felt compelled to do the same when discussing my work, so that I embody my findings. I aim to make my work accessible by avoiding technical jargon or overly academic language and maintain my focus on practical applications. I make and tell stories. Within more conventional conference sessions, there is little room for this, however I argue that it is time to make space for more playfully creative forms, so that the communication method reflects the contents. In this playshop I will be ably assisted by my faithful friend, Aporia the Adventure Bear – please feel free to bring along your favourite toy (or picture of it).

3A - Supporting children's right to play and participate through a rights-based approach to programs and policy

Laura Wright, Philip Cook, Michele Cook, Micheal Montgomery, Tara Collins & Brijpal Patel (Canada)

Play is often considered an integral part of our humanity as *homo ludens*, the playful human being (Huzinga, 1949). Despite evidence that play is beneficial to children's development, and a vehicle to support the realization of other children's rights, article 31, a child's right to play and leisure, continues to be deemed one of the most neglected rights of the child and is often considered "the forgotten article of the UN Convention" (Shackel, 2015, IPA, 2010, p. 4, in Colucci & Wright, 2015). This participatory panel will operate from a rights-based, sociology of childhood, and social ecological framework to explore the role of the right to play. This will be articulated as outlined in Article 31 of United Nations Convention on the Rights of the Child (UNCRC) and CRC General Comment 17, in supporting the actualization of children's meaningful participation, as outlined in Article 12 and as a guiding principle of the UNCRC. Drawing on panelist publications (Colucci and Wright, 2016; Collins and Wright, 2016 forthcoming, Cook, 2016, forthcoming) and practice on the right to play, a rights-based approach will be used to analyze the intrinsic and instrumental value of play as a right itself and its role in supporting children to actively participate as experts in their own lives, develop leadership skills, express their views, be listened to, and be active in decision-making processes.

The panel will: 1) introduce a rights-based approach to play and meaningful participation; 2) explore play for children's meaningful participation in programmatic practice through Right To Play and the International Institute for Children's Rights and Development programming; 3) Conclude with recommendations for policy and practice, including recommendation addressing the use of play in bringing children and adults together in mutual learning. Findings will be framed in the context of research and programming, as well as global policy efforts to develop indicators for CRC General Comment 17. The panel will contribute to the rights-based approach and participation

stream through sharing of research, best practices and new innovations in the sector, and conclude with recommendations for programming and policy going forward.

3B - Level 2 Award in Playwork Practice: Embedding playwork learning for a range of professionals

Martin King-Sheard & Marianne Mannello (UK)

Play Wales has developed a Level 2 Award in Playwork Practice (L2APP) with funding from the Welsh Government. The qualification, which is based on our comprehensive level 2 and 3 playwork qualifications, Playwork; Principles into Practice, is intended to support a playwork understanding for staff working in a range of settings.

L2APP uses teaching and learning materials developed by experts in playwork and is designed to provide a good foundation for those new to playwork. In Wales, it is being used to upskill new playworkers working in holiday play provision but also crucially, providing an accredited learning pathway for; teachers, teaching assistants, youth workers, community development, social workers and health professionals to better understand how they can support play in non-playwork settings. Our experience shows that giving those working in these sorts of roles a better understanding of children's play and how they can support it makes real and tangible differences to children in their communities. The course can be delivered over three days or 6 half days with assessment of skills and knowledge as well as competence in practice. This makes it more affordable and achievable than undertaking larger playwork qualifications.

This workshop will; explore how L2APP has been developed; summarise the content; share some of the key learning points from it's first year of delivery and; provide participants with an opportunity to sample some of the course content. This will include;

- A summary of the playwork principles
- How L2APP embeds the UNCRC
- How we get learners thinking about play and their role as adults in supporting it

We will also make links to how L2APP is contributing to the Welsh Governments Statutory Legislation around securing sufficient opportunities for children's play.

More information on L2APP can be found on the Play Wales website;<http://www.playwales.org.uk/eng/l2app>

3C - The translation of play learning modalities into an architecture of schools

Larissa De Souza, Doris Kowaltowski, Daniel De C. Moreira (Brazil); Pamela Woolner (UK)

Education and its infrastructure are part of one essential system for a country's social and economic development. Considering that architecture supports pedagogy, a school's expected goals and learning experiences are fundamental elements for the design of educational spaces. The main goal of this study is to investigate the effectiveness of new school building design patterns and how these support desired learning through play activities. Research on the complexity of education has shown evidence that specific learning modalities must be present in the school environment for children and young people to be prepared for life's tasks. 18 learning modalities are present in the literature on education, but play is not included. Play activities should, however, be part of learning, and their translation into architecture is discussed in this paper. Play learning modalities take into consideration the cognitive development of children, based on visual, aural, reading and writing as well as kinesthetic sensory modalities. Knowledge acquisition, social skills, creativity, hand-eye coordination, problem solving and imagination are the main outcomes of play. In schools, the aim is for pedagogy to support the development of these. The potential of school

buildings to embrace essential play learning modalities is investigated. Different types of play need different settings and props. Furthermore, the physical environment should instigate and permit play learning to be developed under adequate conditions of comfort (thermal, acoustic, lighting, accessibility and functionality). The research is based on a literature search on play activities and evidence based design. The results are an extended learning modality list, which includes play, and the translation of these into architecture: its spatial configurations and physical elements that teach and invite enjoyable, spontaneous and active engagement of children and youth. The main contribution of this study is the graphic representation of the 18 learning modalities in space, which is considered a challenge, especially regarding play activities. This is considered important to support the design process of schools and the refurbishing of existing building stocks.

With play in mind: A game for briefing school buildings

Marcella Savioli Deliberador & Doris Kowaltowski (Brazil)

School buildings should support the complexity of education. The design brief of a school building should reflect this complexity and give emphasis to essential educational goals by shaping a positive school environment. This article presents a briefing process, tested through a focus group and supported by a game to guide architectural programming phase debates. The content of the game focuses on the more subjective issues of school design to stimulate discussions on learning and its settings. The importance of “play” for learning is an essential part of these issues. The briefing method, as such, is a game by itself and can be played with groups of students, teachers, parents and other essential stakeholders in a school design project. The briefing method is a card game with 15 suits. The set of cards works as a checklist to support the elaboration of a detailed architectural program. Although this method was specifically based on a local Brazilian school design situation it shows potential for other contexts, because the content and the application procedure are based on known facts, needs and global concepts of school design. “Play”, as part of learning modalities, is specifically present in a number of the suits of cards of the game. School architecture goes beyond the classroom and the schoolyard. Open areas as well as the whole school complex should embrace the idea of “play”. Spaces for physical education, artistic activities and those mostly reserved for circulation should be programmed to reinforce social contacts and socialization. “Play” also underlies the concept of “oxygenizing” the brain, by allowing children greater opportunities for physical activities and movement, as well as contact with nature. The focus group tests resulted in rich programs that can support the design of learning environments that are essentially fun to be in. And finally the extended goal of the briefing game is to make people the passionate players in programming, designing, building and using teaching and learning spaces.

Play environments to support school-wide culture change: Featuring 'Don't Walk in the Hallway'

Chris Fenlon-Macdonald & Kerri Murray (Canada)

The environments we live in provide cues, nudges and incentives that influence our actions in subtle yet profound ways. Join Ever Active Schools as we explore how the physical environments of classrooms, schools and play spaces impact health and learning outcomes. Research has shown that healthy children are better learners and we should all play a part in setting the stage for long-term health and academic success. Recognizing the importance of promoting healthy learning environments, Ever Active Schools is proud to share how physical literacy can be fostered through play and how this is an important element in our everyday environments, and further, how initiatives that promote play, such as 'Don't Walk in the Hallway', can be a catalyst for positive culture change in schools.

3D - Ignite learning with serious play: a playshop for learners of all ages

Stephanie Bartlett & Steve Clark (Canada)

In the Calgary Board of Education, we are exploring the concept of play as a mechanism for learning. We propose a highly interactive 'Play'shop, where participants will be taken through a series of playful challenges to consider how play can be essential to learning. In this design-based approach, participants will put themselves in the shoes of their learner to physically, emotionally, and intellectually understand the characteristics, purpose, and pedagogical considerations of play as a mechanism for learning.

This session will be participatory and exploratory in nature, and therefore, no conclusions have yet been drawn. In participating in the playful learning challenges, the participants in this 'Play'shop will draw conclusions and come to pedagogical understandings. This approach is supported by research in design thinking in education (www.designthinkingforeducators.com). As designers of learning, educators must truly empathize with what it means to be a learner in order to get themselves out of the ruts of assumption. If teachers wish to design learning tasks where students play and build to learn, they must first deeply understand what this means to them as learners. As the 'Play'shop participants work through the playful learning challenges, they will participate in pedagogical conversations about what they are doing and the implications for teaching and learning. Conclusions will be synthesized and shared at the end of the 'Play'shop.

3E - Playful community partnerships: How we built the Sacramento Adventure Playground

Kathy Fleming (US)

The presentation will provide participants with tools they can use to build an Adventure Playground in their own cities. This is relevant to the play community because Adventure Playgrounds offer unique play opportunities for youth and communities, and are rare in the United States and other countries.

The presentation will address how we used partnerships with other nonprofit organizations to transform a closed elementary school in a low income area into a neighborhood center that houses the adventure playground, an afterschool writing program and health services for the community. We will share the challenges we faced to begin, the ongoing challenges we continue to address, the surprises we encountered, and our plans to move forward.

There are no Adventure Playgrounds in the Sacramento region and most youth oriented programs are adult-led and academically or enrichment focused. Educating our community about the importance of play and making them comfortable about the types of play inspired adventure playgrounds was essential. Branding our adventure playground as a makers' laboratory made the concept behind it understandable and enabled us to involve the creative community in its establishment. Now, the playground serves as place where youth can develop their creative ideas and actually have the tools to carry them into fruition. We have seen that engaging youth in the creative process is a powerful and rewarding experience for all involved. We believe these experiences will help build the creative economy in our community, and prepare our youth for adulthood, in addition to being just plain fun.

Those attending the presentation will leave with a mini-tool kit on how to engage their community in it will strengthen Fairytale Town's capacity, and it will foster new and innovative opportunities for arts exposure experiences.

The North American adventure playground revival!

Rusty Keeler (US)

For a multitude of reasons children around the world today are not able to freely play the way they did only a few generations ago. Many of today children spend their lives indoors, with full schedules, and plugged into various forms of technology. What free play they may have is structured by adults not children, and the fear of safety has stripped

play and play spaces of much of their thrill and excitement. If that wasn't bad enough current research is showing this play deficit to have negative consequences socially, intellectually, and physically for developing children.

Fortunately however, the pendulum is swinging back and adults around the world are working to bring free play, risk, and adventure back into the lives of children. One exciting trend is the return of adventure playgrounds to North America! In these spaces children are encouraged to be kids again with plenty of time for free, kid-structured play and exploration.

This presentation will show a variety of adventure playground examples from around the world and highlight the current North American adventure play movement including the notable space the author helped start, the "Hands-on-Nature Anarchy Zone" at The Ithaca Children's Garden in Ithaca, NY. Here children are free to climb trees, build forts, dig in the mud, cook over fires and more — all with the help of trained adult playworkers and a shed full of tools and loose materials. And the trend is continuing in other venues as well as schools and childcare centers work to weigh benefits of risk and create more challenging environments for their children. We will also introduce the North American Adventure Play Association and the exciting work our members are doing to bring open-ended, kid-led play opportunities to children in our countries.

Play Works: Creative ways to evaluate impact in adventure playgrounds

Nicola Mcewan (UK)

Now at the start of its final year, Play Works is a three year project funded by City Bridge that aims to equip adventure playgrounds in London with the skills and resources to effectively & creatively monitor and evaluate the social impact of their space.

Through carefully designed group training workshops delivered by the project's research and evaluation mentor, bespoke sessions led by external expert facilitators, and one-to-one mentoring sessions, twelve adventure playgrounds are being supported to collect and evaluate evidence to give their funding applications irrefutable data, and to justify wider community and political support.

London has the highest concentration of Adventure Playgrounds in the world. In an age of austerity, these free, unique spaces of profound community benefit are at risk of closure. The best countermeasure is to make arguments for funding backed by hard data supplied by evaluation: Play Works is showing the sector how. The lessons, outcomes and outputs from Play Works are transferable across the international play sector, and our approach can be adopted by other play providers.

This presentation will share some of the projects key outputs and outcomes, including:

- An overview of the 130 page interactive training manual designed by the project's research and evaluation mentor. This provides a bespoke guide for playworkers to the monitoring and evaluation process; including activities to teach aims, outcomes, objectives, outputs and indicators. Practical and ethical considerations of research are also considered.
- An insight into the online Monitoring and Evaluation Toolkit containing tried and tested tools for collecting outcomes data from adventure playgrounds, including participatory methods that enable meaningful consultation with children and young people, and details on how to access this
- Examples from the eight detailed evaluation reports written by playworkers that outline the findings and recommendations of their research. Peer-to-peer learning has been found to be exceptionally useful in this project, and the final reports written by participating playgrounds are one of the project's most valuable resources.

3F - Un espace de jeu 0-5 ans à Deschambault-Grondines

Sylvie Melsbach (Canada)

Le projet Espaces, qui a débuté en juillet 2013, est piloté et administré par l'Alliance québécoise du loisir public, en collaboration avec une vingtaine de partenaires provinciaux de divers domaines. Le projet Espaces vise principalement les enfants de 0 à 12 ans. Il propose aux municipalités des outils de planification, d'aménagement, d'entretien et d'animation des parcs publics susceptibles d'offrir des environnements sécuritaires favorisant le jeu libre bénéfique au développement des enfants, réunis dans un site web <http://www.projetespaces.ca/>. Huit expériences pilotes ont eu lieu avec les acteurs de ces milieux.

Dans le cas de Deschambault-Grondines le projet était de réaménager ce parc afin qu'il réponde mieux aux besoins des utilisateurs. La Ville a constaté qu'il y avait très peu de jeux pour les 0-5 ans. Le milieu accueille beaucoup de jeunes familles. Les besoins des plus jeunes sont manifestes.

La ville a travaillé en comité interservices, incluant un professionnel en loisir et un professionnel en aménagement paysager et travaux publics. Les sessions de formation et activités de sensibilisation auprès de tous les intervenants du milieu avaient pour objectif de leur faire adopter une vision commune à partir de valeurs et de conditions de succès.

Après les formations, la première étape dans les deux milieux consistait à identifier les besoins à partir du contexte local. La deuxième étape, la phase de conception, a débuté par l'élaboration d'un plan-concept à partir de l'approche par zones.

On a répertorié les éléments existants en tenant compte de l'environnement naturel, de la topographie du site, de l'utilisation actuelle des lieux et des besoins des utilisateurs. Découlant du plan-concept, le plan final précisait les équipements et aménagements à intégrer en fonction des besoins identifiés et du développement de l'enfant dans les espaces de jeu. Ce travail a permis de passer à la troisième étape, la réalisation. Il s'agissait de procéder à l'achat des équipements de jeu, aux travaux de génie civil, à l'aménagement paysager... et finalement, à l'installation des équipements de jeu. Au final un espace adapté aux 0-5 ans est disponible et très apprécié, un des seuls en milieu municipal au Québec.

A PlayPod experience in Paris

Baptiste Besse-Patin (France)

This presentation will explore the implementation of a PlayPod, designed by Children's Scrapstore, in two french sites during 2015 by a french organization (Jouer pour Vivre) in a Erasmus+ project (Brougère, Roucous, Besse-Patin and Claude, 2016). The device consisting in making accessible to children under certain conditions a whole set of recycled objects – or loose parts according to Nicholson (1971) – that have been carefully chosen, is not common enough in France where playwork isn't developed yet.

Following the implementation, we documented the way it is carried out using an ethnographic approach by the team of researchers. Globally, we carried out more than 60 observations before and after implementing the PlayPod on the two sites and supported it by taking photos and making videos to be able to document what we saw and study it in further details. This materials helped to conduct collective interviews with children before and after the implementation of the PlayPod (n=17) and the organisers and managers of the two sites (n=7). The implementation concerns on the one hand a Parisian elementary school, Anselme, during the lunchtime break, which refers back to the English model, on the other hand a suburban leisure centre (a kind of afterschool program during holidays), Tilleul, within an elementary school.

Our analysis will focus on the transformation of professional and children's practices. Firstly, we describe how children access to the scrap, transform and appropriate the playground space and use the objects to play with. Exploring affordances (Gibson, 2014) of unusual objects, children as 'bricoleurs' (Willett, 2015) interprets objects becoming toys in their ludic practices. Secondly, we take a look on organizer's practices who aren't playwork practitioners. How they cope with a radical transformation of the playground? Facing a lot of objects – sometimes stressful like ropes – and risky practices, they less adopt playwork principles of action providing during a training than reinterpret them in other way.

Finally, this device contributes to our understandings about the relations between play and education during leisure.

Adventure PlayDays: Giving control back to the children!

Pierre Harrison (Canada)

Over the past few decades, it appears that children's play is disappearing. Societal circumstances such as the health and safety lobby and the measurable outcomes lobby have left children with little space and time to engage in self-directed, free play. Some have even said that children have forgotten how to play. Let me assure you that they have not!!

In our over-scheduled lives, children more and more find themselves in structured environments and have very little time for self-directed play. Yet research and practice tells us that free, spontaneous play is a developmental need for the child. Through self-directed play, children explore their social and physical environments and build knowledge about the world around them. However, adults often want to dictate how, when and where children can play. When children are given the opportunity to control their play, they explore all aspects of humanity which can sometimes be intimidating for adults who then try to control the play to make it more palatable...for the adult! Parents, schools and communities need to provide opportunities for children to have the time and space to engage in spontaneous, self-directed, free play. The benefits: Happy, resilient, self-confident children and vibrant, resilient, innovative communities!

One way to return control to the child is to let them manipulate and create their play environment through their self-directed interactions with loose parts and tools. To this end, the author has been organizing and facilitating Adventure PlayDays in Ontario, Canada for over a decade. Whether in schools or in the community, the children are in control and free play is on the agenda. For very large public PlayDays, play ambassadors are trained and are present to support the children and their families in their play.

Participants will learn about the challenges and successes of organizing such playful events through shared stories with photos and videos. Participants will gain insights on how to organize their own Adventure PlayDay for public/community or school spaces.

3G - Our neighbourhoods through children's eyes: a mixed-method study using children's narratives and drawings

Christina Han, Mariana Brussoni & Louise Masse (Canada)

The overarching goal of the Playability project at the University of British Columbia is to gain the perspectives of children and their parents on their neighbourhood to understand how built-environments and socio-ecological factors influence children's outdoor play and independent mobility. This mixed-method study invites 90 children aged 10-13 years residing in one of the three target communities in Metro Vancouver to wear monitors that collect their locations and physical activities for 7 days; and draw a map of their neighbourhood. This is followed by an individual go-along interview, where children are asked to give researchers a tour of their neighbourhood and take photos of places and routes reflecting their interest. Separately, we also conduct in-depth interviews with their parents to understand their own perception of their neighbourhood regards children's outdoor play and independent mobility.

This presentation will include preliminary analyses based on data from 22 children residing in Metro Vancouver to better understand children's [ever-changing] meaning making, relationship and use of their neighbourhood built environments as they get older. Specifically, we are conducting analyses on the children's own narratives and hand-drawn maps of their neighbourhood to see if there is any emerging patterns across different age groups and gender in: 1) the places they hang out in their neighbourhood – with who, doing what and when; and, 2) different boundaries

and limitations – be it spatial, temporal, activity- or gender-specific – they experience in being independent in their neighbourhood.

'We just want to play:' Adolescents speak about their access to public parks

Patsy Eubanks Owens (US)

The discussion of play typically focuses on the activities and benefits for young children while the perspectives and positive implications of play for adolescents are overlooked. During a participatory action research project, "Youth Voices for Change," young people noted that, other than when they were participating in a team activity, they felt unwelcome in their neighborhood parks. Their attempts to use the swing set was denounced by parents and sitting around talking with friends drew suspicion from neighbors. The teenagers, however, lamented their ability to "just be a kid." This paper discusses these views and what the youth did to impact change in local park design and recreation policies. A public policy brief, in the form of a comic book, was developed and shared with city officials. This activism led to the youth being invited to participate in a park redesign and the city's recreation master plan update.

This discussion is situated in a broader overview of how adolescents use public parks and other spaces for recreation. The overview is based in several decades of research on adolescent environments in rural, suburban, and urban settings and on multiple continents. Like the young people in this community, other youth report similar sentiments, but nonetheless, adolescents do find places to play. A discussion of where these places are and what the youth do there helps us understand the role of these places in a young person's life. Specifically, the paper will address how play activities help to support adolescent development (Owens, in press). The intent of the paper is to help researchers, designers, and planners understand and advocate for appropriate public play environments for this age cohort.

Child-friendly environments: Green space management promoting children's play?

Mårit Jansson (Sweden)

"Environmental child friendliness" and "child-friendly environments" are ways of labelling socio-environmental qualities for children in the built environment allowing children to play and interact in their neighbourhoods. For children to be given these possibilities, planning and design play an important role, as does management affecting the ongoing development and maintenance of outdoor environments such as green spaces. This study examined children's perspectives on their local environments, focusing on green spaces and their management, in two cases: an urban village and a city district. Both areas, situated in southern Sweden, were considered rather child-friendly, with limited car traffic and much green space. A total of 16 children in the village and 15 in the city district, all aged around 10, were interviewed through child-led walks with five groups of three children (four in one group) in each case. It was found that the qualities of the environments as a whole, including social aspects, and of specific places within these affected and added to their child-friendliness. The children showed many planned and managed spaces such as playgrounds and park areas, where they found qualities if these places were multifunctional, with a varied, rich content where they could interact with the environment, play and socialise. Natural or unmanaged places such as abandoned gardens were also shown, mainly by the children in the village. These were seen as positive for exploration, play possibilities and for being children's own places. These results reveal that management aspects can play a crucial role in creating child-friendly environments on local levels. Bringing children's own perspectives into participation in management – not only planning and design – might therefore be highly relevant. Provision of a variety of local green spaces for play and interaction, including variation in management level, might be positive for environmental child-friendliness.

3H - Nature Playscape play and learning: A photo documentary of early childhood teachers' perceptions

Victoria Carr, Leslie Kochanowski & Sue Schlembach (US)

Nature playscapes are popping up in early childhood programs to counteract what Louv (2008) calls 'nature deficit disorder.' Nature playscape principles and design elements that elicit play and learning based on what the space affords children have been defined by educators and landscape designers and supported by research (Carr, 2016; Luken, Carr, & Brown, 2011; Elliott, 2008; & Moore, 2014). Given the achievement gap is based on the wealth of experiences that children who are deemed ready for school have had outside of school or child care (Copple & Bredekamp, 2009), such as park visits, camping, and backyard play, playscapes can mitigate deficits for children who lack access to nature due to living situations, or because their parents do not value nature experiences, or because they are connected to electronics. Essentially, children are not playing in the natural world like people of previous generations (Ginsburg, 2007, Louv, 2008). Therefore, in early childhood programs, nature playscapes are a new paradigm for play and learning (Carr & Luken, 2014).

As part of a study supported by the US National Science Foundation, teachers who regularly access a playscape were surveyed and interviewed about their perceptions of the space and what it meant for children and themselves as teachers. Teachers were asked to provide examples of child play and engagement for the various affordances within the built environment and to describe instances of child learning. They were also asked to talk about the social and emotional attributes relative to the playscape and what the playscape represented to them within the scope of their teaching day. Teacher responses were triangulated with observational data on behavior zones that were identified through behavior mapping of children's movements within the playscape and video analysis of children's play. Results from this mixed methods study will be shared within a photo documentary format. Objectives for participants are to 1) cognize the importance of nature play for young children, 2) assess the significance of playscapes as a new paradigm for playgrounds, and 3) generalize teacher's perceptions of play and learning to other outdoor play spaces.

Niagara Naturalized Play Spaces Initiative

Ginette Wilson & Patricia Couroux (Canada)

The Niagara Naturalized Playground Pilot Project was a collaborative approach to offering children the opportunity to engage in unstructured natural outdoor play experiences. The pilot project brought together the Early Childhood Community Development Centre, Bienenstock Natural Playgrounds and 4 local child care facilities. This led to the expansion of the pilot project into the Niagara Naturalized Play Spaces Initiative to include Niagara Region Children's Services and a further 22 licensed child care facilities. The journey took place over several years starting in the Fall of 2014 and continues today. The initiative involved supporting educators with training, new resources and materials to share with the children. As part of the design and consultation process each site received multiple site visits, from Bienenstock and ECCDC staff, to learn about their current playground and their hopes and dreams for their new naturalized play space. Following this centres' received a package, from Bienenstock Natural Playgrounds, that included 3D drawings, construction plans etc. To evaluate this initiative before and after data has been collected to assess the impact of the project. The presentation will walk through the process and highlight the learnings taken away.

Get Outside and Play: Inspiring early childhood educators

Christina Pickles (Canada)

Get Outside and Play Early Childhood Network in Alberta was launched in 2015 and now has over 400 members across the province. One of the key strategies was to directly engage with front line, early childhood educators

through practical, hands on workshops. With support from the RBC Learn to Play grant, three organizations - Alberta Council for Environmental Education, Be Fit for Life Centre and Common Digs Forest School came together to develop an experiential workshop to encourage front line workers to engage the children they care for in active, outdoor nature play.

In this presentation, we will share our approach and thoughts behind the development of the workshop and you will spend most of the time engaging in activities used in the workshops to inspire and support front-line early childhood educators.

3I - The Nature Playbook: Take action to connect a new generation with nature

Chloe Dragon Smith & Dawn Carr (Canada)

The Nature Playbook is a project that was initiated in 2015 by the Canadian Parks Council (CPC). The CPC created Connecting a New Generation with Nature (CNGN), an inter-generational citizen working group from across the country, and tasked it with developing an action oriented, follow-up document to Connecting Canadians with Nature - a previous CPC publication outlining the benefits of connecting with the outdoors.

Our project is a tool that enables nature play champions to reach outside traditional spheres of park influence. The goal is to share our message with a wide audience; for the well-being of both Canadians and the environment. Key audiences include teachers, parents, new Canadians, corporations, and government departments.

It is also a best practice in itself that can help inspire others, along with the inter-generational citizen working group that created it!

The Nature Playbook emphasizes helping young people connect with Nature in empowering ways. It is a long term strategy for social, individual, and environmental health that starts with the fundamental step of getting children outdoors early and promoting free play. As a practical action guide, it is meant to provide suggestions, but ultimately empower the user to decide what best works for them. Our team wants to facilitate action to empower those outside of traditional circles. Our vision is for the participants in this workshop, and at this conference, to take on the role of champions for the Playbook. In the capable hands of those who are already engaged, we can start to reach into outer circles to widen the sphere of influence for connecting children and all young people with Nature.

In this workshop, led by the co-chair and members of the CNGN working group, we will discover together how we can all use The Nature Playbook to reach sectors and organizations outside of our ordinary and expand our collective reach, to entrench the importance of Nature play for this generation of children and beyond.

3J - Outdoor Classroom Day – How to build ‘cultural caché’ around outdoor play

Cath Prisk (UK), Julia Dietrich (Brazil), Griffen Longley (Australia), & Sudeshna Chatterjee (India)

Bringing together Unilever Global and the NGOs leading Outdoor Classroom Day in 3-5 countries to present how the campaign is reaching parents, schools and community leaders, how it is helping them think about play and the outdoors. The discussion will look at how to build a global campaign, and call for input from attendees to help shape where the campaign goes next.

Outdoor Classroom Day targets primary schools (3-12) and driven at the grassroots in at last 7 countries worldwide by NGOs. Outdoor Classroom Day will:

- Challenge teachers and parents
- Raise awareness that every child needs to engage in play-based outdoor learning in order to learn, develop, and build skills for the future
- Motivate schools to get involved in a single day of action
- Inspire head teachers and schools to enable children to get outdoors to learn and play all year round
- Influence parents and communities around those schools, to think of playing outdoors every day is just part of every childhood

Outdoor Play has so little 'cultural cache' in most countries that we focus on outdoor learning initially, though bringing in play alongside it, and then support schools through resources shared to appreciate more the importance of outdoor play for itself. Our goal is for at least 10 million children to go outdoors to learn and play on "Outdoor Classroom Day" in at least 50,000 schools worldwide by 2020.

The key outcome for this panel discussion will be to:

- Engage potential partners and supporters globally who can help grow the campaign
- Discussion on how best to work with schools in different continents to make play part of every day.

3K - Children's use of mobile digital technologies during play: Everyday agency, assemblages and affordances

Chris Martin (UK)

This presentation introduces the initial results of fieldwork that investigates the relationship between children and mobile digital technology in outdoor play, based in an adventure playground in southwest England. It is part of a PhD project that examines how combinations of environment and mobile technology assemble to afford playful moments in older children's lives (10-15 years), and considers how these 'matter'.

The research examines if and how modern, networked childhoods are still full of play and wonder, and makes the case that this new normal is no less important than any other childhood. It argues that children still co-create their worlds through their everyday lived experiences, navigating through time and place – which may be digital as well as geographical - as they exercise agency and explore meaning and identity. The study was located in a large adventure playground in which natural elements, such as 25-metre-tall pine trees, dominated. Fieldwork itself took place in urban, suburban and 'wild' spaces around the playground as well as in it, and an ethnographic approach was used in which children were considered as co-creators of knowledge. Research was built around a strong core of participant observation, augmented with interviews and a mobile phone app, which children were involved in designing. The researcher is a playworker, and ethical considerations and the Playwork Principles guided the process. The research particularly focuses on the relationships between different elements in children's play; material, geographical, digital and human/more-than-human, and examines these through approaches broadly situated in the family of non-representational theories. Influenced by Prout (2005) the research argues that children and their childhoods are hybrids and that by studying these entanglements of the material, spatial and social a different understanding of play may emerge. When completed, the project hopes to have generated primary data on childhood, technology and play; offering an alternative viewpoint on the value of digital play as well as new perspectives on how children weave play with digital technology and more traditional elements to create their own situated and contextually relevant play.

"You want the glowstone where?!": Reflections on using roles and structured play with Minecraft videogame

Jeffrey MacCormack (Canada)

Play-based naturalistic programs can be effective ways to develop social competence because youth with autism spectrum disorder (ASD) can learn and practice social skills while playing highly-motivating games (e.g., Barakova, et al., 2014). Play-based activities are well suited for social skills interventions because the structure of the game play can be designed to mimic social rules (e.g., Baker, Koegel, & Koegel, 1998; Wainer, Ferrari, Dautenhahn, & Robins, 2010). While it is clear that play can be a powerful tool for development, what is unclear in the field however is how play can be meaningfully applied to learning and development of youth with social and emotional regulation challenges. Are we to simply allow our children to play video games without structure or objectives? The current presentation will reflect some of the recommendations and best practices that have come from my research.

With instruction from adults and a typically developing peer, four adolescents with ASD (ages 10-14) participated in Structured play (role-based, adult facilitated) and Free play (independent) with Minecraft™ video game. Participating in Structured Play necessitated high rates of social initiations among the youth, as required through the role-based interactive play. While rates of initiations during Free play were low during the early sessions, initiations during Free play increased over the sessions and were, by the end of the sessions, as frequent as initiations during Structured play.

For this conference presentation, I intend to share the structured roles that were designed for the Minecraft intervention and discuss some of the methods by which Structured Play can be facilitated for video game play. My presentation will outline the answers to some of the following questions: What factors should be considered when designing community-based interventions based on video-game play? Which elements of structured play are most salient for learning through play? How might we move forward with video games as modalities for social development? The answers to these questions may help us better understand the nature, characteristics and benefits of play in facilitating social interactions of children with ASD.

“This is amazing, I’m in two worlds!”: A multiple reality game designed with children for children

Tom Flint (UK)

This presentation discusses a multiple reality game developed between university researchers, a sculpture park and a primary school class of ages 9-11. This collaborative work crosses the boundary between a virtual world and reality at several touch points. The work conducted is part of an ongoing collaboration between Edinburgh Napier University and the Jupiter Artland learning foundation. Jupiter Artland is a sculpture park where works are proposed for specific spaces by invited artists. This project interrogates how this site-specific location might be presented in a virtual space. This is particularly resonant in Scotland where many children live in remote locations and do not have the opportunity to visit sites such as this. The question is what would it mean for the sculpture park to come to them? Initial explorations into this question involved building a facsimile in Minecraft. A class of children from a local school who were familiar with Jupiter Artland were recruited to test the first iteration of the Minecraft world. It was decided that a multiple reality game would be created for the launch. The children were set the task to create characters based on Scottish fairy tales. They were given squared paper and asked to draw their character as they might appear in Minecraft, where they might live, what they like and dislike and how they relate to other characters. The characters the children designed were used to create a narrative based game in Summer 2016 where children on Minecraft guided children in the real world to find treasure communicating via walkie talkies. This game was subsequently developed as an Android application launched in Summer 2017. Successfully completing the Android game results in a gift in the real world. A new iteration of the Minecraft world has been released that incorporates the characters designed by the children. The project continues, working with children exploring the virtual and real versions of Jupiter Artland including working directly with three schools, one of them in an island community.

3L - Untying the Gordian Knot: The role of government in re-energizing play

Bob Yates (Canada), Cathy Kiss (Australia), Wendy Russell (UK) & Heather Turner (Canada)

Across the western world, children's active, unstructured, outdoor play has been declining over the past several decades. The results are increasingly obvious, both from research and everyone's personal observations. Yes, the world has changed - economically, socially, spatially. The 'scaffolding' that once supported children's play has largely disappeared, and will not return. So new scaffolding has to be created, and that requires governments at all levels to develop policies, practices, programs and funding.

How are different governments addressing this challenge? What has been successful? What can be learned? This session will feature three presenters who will talk about their experiences, followed by Q and A.

3M - Risky play: What do Mum and Dad say? Alberta parents' perceptions from two studies

Nalini Mohan, Megan Myers & Katie Jewitt (Canada)

Children experiencing active, unstructured play in the early years become more motivated, confident, and competent to engage in physical activity throughout school and for a lifetime. However, data show that children are not engaging in enough of this play and that one of the most significant factors affecting children's access to play opportunities is their parents' perspectives about risk.

During summer 2016, the City of Calgary conducted intercept and online surveys with 1618 parents focusing on the extent to which children aged 5 to 12 participate in unstructured play, parental opinions on the value of unstructured play and the barriers to participation. It was found that children spend more time doing unstructured play in comparison to organized activities. Parents named many benefits of unstructured play with creativity as number one. The main barriers included time, risk and safety, school, weather, and technology.

Over the past year, the Centre for Child Well-Being's Preschool Physical Literacy Team (PPLRT) at Mount Royal University has consulted with close to one thousand stakeholders representing a range of perspectives including those involved in providing early childhood development education, regulating and supporting early childhood education, parents, active living specialists, outdoor education advocates, policy experts, and risk management consultants. Converging results, as well as divergent perspectives starting with how to name and describe energetic active play and what role it has for preschool children aged 0-5 in licensed child care, will be shared.

This presentation represents collaboration between the City of Calgary and the PPLRT. Findings across the two study groups will be compared and contrasted. Practitioners, policy makers and advocacy groups will gain a better understanding of parental perceptions of unstructured play and hear some key recommendations that can be applied in the care setting and in the community to address barriers.

Perceptions of risk: How can we change the channel?

Albi Sole (Canada)

We are agreed that play in nature, and outdoor education and activity generally, are both low-risk and much healthier than indoor and sedentary behaviours, but we also know that most people actually perceive these activities to be risky. This presentation will look at the particular 'character' of risk in outdoor education and activities and how that character interacts with historical and contemporary themes in North American culture in ways that regenerate inaccurate myths about risk in outdoor education and activity. Having described 'the problem', I will suggest how we

can develop strategies to change the cultural narrative so that we can be more effective in changing the channel on risk in outdoor education and activity.

Considering the voices of children and parents in risk and play

Nancy Spencer-Cavaliere & Mary Ann Rintoul (Canada)

The focus of this round table discussion will be the tension that exists around safety and risk in play as informed by the perspectives of children and parents. The session will begin by drawing on data captured through a research study of a forest school program in Canada. Using a case study approach, we explored the perspectives of participants in the program, which was held one afternoon a week over the course of 8 weeks, in the Edmonton river valley. In addition to our research team, attending the program were 55 kindergarten children, two teachers, two educational assistants, multiple parent volunteers, and two adapted physical activity consultants, who designed and facilitated the program. Data were collected during the forest school through observations, field notes, and photo taking. We also performed individual semi-structured interviews with the attendees using photo elicitation and reflective notes. While four themes emerged from the thematic data analysis, for the purposes of the round table discussion, we focus on the fourth and final theme: Risk or Hazard? and specifically, the data provided by children and parents, as a starting point for conversation.

Given the importance of play for child development (Gray, 2011), the decline in their opportunities to engage in free play and risk taking, particularly in the outdoors (Gill, 2007), which are often linked to over-protective parenting (Veitch, Bagley, Ball & Salmon, 2006), this is a relevant and critical topic. In addition to our own study findings, we will present information from the research literature, popular media, and other real world examples to stimulate, question, and promote a wondering and reimagining of the ways in which children can gain access to outdoor play and experience risk taking, while at the same time acknowledging the complexity of parenting within our current social and environmental contexts (Little, 2015).

4A - Post-Plenary Talking Circle: Unleashing the Power of Play... in Situations of Crisis

Panelists: Panelists: Theresa Casey (Scotland), Sudeshna Chatterjee (India), Maria Assi (Lebanon), Santosh Maharjan (Nepal), Khemporn Wirunrapan (Thailand), Shalini Gupta (India), Maggie Koong (Hong Kong), Prasopsuk Boranmool (Thailand), Charlene Bearhead (Canada) & additional guest panelists

Moderators: Theresa Casey (Scotland) & Sudeshna Chatterjee (India)

4B - Researching in an authentic, inclusive way when participants are very young children

Cheryl Greenfield (New Zealand)

This presentation focuses on two aspects – inclusion and the ethical role of the participatory researcher – of a qualitative research project (Greenfield, 2003, 2007) that investigated the views of children, parents and teachers on the value of being outside and in the outdoor environment. The research was conducted in an early childhood setting over 14 weeks. In this session I will share why having an inclusive ethical approach to research with young children, as an “outsider” entering the setting, proved paramount. The United Nations Convention on Human Rights (United Nations, 1989, 2005, 2009), sociocultural theories, ecological theory, the sociology of childhood, social cognition theory and the use of ethnography in social science research have all provided a major change to research practice with children in the last twenty years. The outsider researcher not only needs to establish and maintain a relationship with the participants but also with the non-participants in that setting. This required me to have clarity and a sound

understanding of the role of the researcher within the setting, and to know and stay true to the five principles that underpinned the research project. In this session I will explain those underlying principles and the four key roles of the researcher, and provides examples of what endeavouring to be inclusive means in that setting. I posit a strong argument for an inclusive approach when researching with young children.

Play is a Serious Matter: Young People's Perspectives on UNCRC Article 31

Virginia Caputo (Canada)

In academia, advocacy, practice and policy, those who are committed to participation and children's rights understand that hearing and understanding young people's views means positioning children and young people, at every turn, as agents of their own social lives. To be effective, efforts to support children's right to play and participate must be meaningful, and not tokenistic gestures of inclusion.

This presentation introduces Shaking the Movers (STM), a youth led, youth driven workshop hosted by the Landon Pearson Centre for the Study of Childhood and Children's Rights over the past 10 years. In 2013, Article 31 was the STM theme. Based on the words and perspectives of young participants, the paper demonstrates how they employ play in ways that embody engagement and enable them to inspire, teach, and communicate. I argue that young people harness the power of play and imagination to be heard in matters that pertain to their lives in ways that are transformational. Using a number of examples from the 2013 case, play opens possibilities for children and young people to transcend limitations of place and distance as well as to transform the conditions of people's lives.

Partners in Play: University students promoting play in a Northern Canadian Indigenous Community

Mary Ann Rintoul & Beth Hudson (Canada)

Play Around the World (PAW) is a University of Alberta (UA), Canada initiative focused on upholding the Child's Right to Play (UNCRC Article 31). Through PAW, students are immersed in a three month service-learning experience in countries around the world, where they provide play and recreation opportunities for children and youth. In 2013, at the invitation of the Northwest Territories government, a partnership was created between PAW, Faculty of Physical Education and Recreation at the UA, and the Hamlet of Fort Providence, Northwest Territories Canada. As a result, each summer since that time, PAW 'North' students have lived in Fort Providence and worked with the recreation department, Deh Gah School, the friendship centre and neighboring communities to offer play and recreation. Central to the PAW North partnership is a shared vision about the fundamental right of all children to play and recognition of the potential health promoting benefits of play in an Indigenous community as influenced by cultural and historical factors (Gerlach, Browne & Suto, 2014). Within PAW North, a strengths perspective (Paraschak & Thompson, 2013) guides students as they live and work in the community. This approach focuses on strengths, rather than deficits, that already exist for individuals and emphasizes possibilities using current resources to enhance these strengths. PAW recognizes individual choice to achieve overall well-being through the strengths approach, evidenced in the ways in which students live in the community, how they understand and enhance current play and recreation opportunities in Fort Providence, and work collaboratively with community members including children and youth.

In this session we will share perspectives and experiences of the people of the community of Fort Providence who have been engaged in PAW and the PAW student play initiatives in that community. In doing so, we will integrate theories of play leadership development and global citizenship education, with service learning pedagogy. The successes and the challenges of the partnership are also discussed.

4C - Inclusive physical literacy

Andrea Carey (Canada)

By definition physical literacy should be inclusive and accessible to all. Program coordinators, leaders and facility operators have a responsibility to create universally accessible physical literacy opportunities and support persons with a disability to adopt a healthy, active lifestyle. How can we create universal accessibility in our classrooms, sports fields and gymnasiums? This workshop will help participants to understand the importance of physical literacy development for participants with disabilities and explore what universally accessible programs are and how to plan and create them. It will also help participants to develop their pedagogic strategies to teach inclusive sessions and direct them to resources and tools to help with implementation. Best practices in practical tools, communication techniques, and equipment to ensure the inclusion of students with physical, intellectual, and invisible disabilities.

Inclusive play: Providing activities and playful ideas for ALL children

Kay O'Brien & Maurice Hines (UK)

Oyster Training have over 15 years experience of delivering high quality play training across London and throughout the United Kingdom to Playworkers, Development managers, Teachers, Youth workers, Early years staff and other play professionals.

Our conference workshop will include participants involvement in a wide range of accessible, inclusive games and play activities. The session is highly participative, with delegates playing and processing the games and activities, to look at access and inclusion. All activities and games used require little or no equipment, making the games menu ideal for play settings that are either remote, have little money available, or are 'pack away' settings, where storage space is limited.

Alongside the play activity and game playing element, we will explore Equality and Diversity in Play, including ideas for promoting inclusion from the perspective of Disabled young people, minority ethnic communities, different age ranges and gender specific ideas and activities. We will provide information sheets, with a range of games detailed for workshop participants to take away from the conference.

4D - Research on play in early childhood: What, where and why?

Kristen Kemple, Tina Smith-Bonahue, Ji Hyun Oh, Catherine Rama & Kaitlyn Tiplady (US)

Purpose: To systematically analyze the content of recent peer-reviewed research on play in early childhood. The present study extends previous analyses of the play research archives, examining recent research in 12 leading journals, 4 each in child development (CD), early childhood education (ECE), and early childhood special education (ECSE). We identified all original primary-source reports of research published between 1/2010 and 12/2015, which used the word "play" in the title or the abstract. This yielded 85 articles. These were then analyzed by at least two team members (agreement=.89, all differences easily resolved). Articles were categorized into 3 types: Play as the main focus of the study ("Type 1 Studies", n=41), play as a secondary focus (n=10), and play as context for studying other variables (n=34). Of the 41 studies for which play was the main focus, 22 were published in ECE, 10 in CD, and 9 in ECSE journals.

We further coded the 41 Type 1 studies focusing on whether and how play was defined in the article. 9 provided no definition of "play" in either the literature review or methods section. 18 provided a definition of play in the literature review. However, almost all of these were studies in which the primary purpose of the study involved a specific kind of play, and the definitions focused only on the "kind" part of the definition, and not on the "play" part. For example,

“symbolic play” was defined with regard to what “symbolic” meant, but not what “play” meant. Thus it can be argued that none of the Type 1 studies provided a definition of play in the literature review. Only 10 of the 41 Type 1 articles provided a definition of play in the methods section. (More analyses in progress).

Play is vital to the development and learning of young children, yet is being neglected in many early childhood settings. It is important to maintain a robust and useful research base regarding the role of play. If a research-based case for the importance of play in early childhood environments is to be supported, more and better-articulated research is needed.

Play-based recreation preschool programs: Instructors’ perceptions of places for play

Ana P Belon, Keely Stenberg, Erin Gallagher, Doreen Paradis, Gabrielle Donoff, Jane Hewes & Candace Nykiforuk (Canada)

The physical and social environments where children play impact the type and quality of their behaviours. Play environments and preschool programs have become more organized, structured, and institutionalized. As part of a larger project that assessed play-based recreation preschool programs, this study aimed to understand instructors’ perceptions of the role of recreation preschool spaces in children’s play behaviours.

One-on-one semi-structured interviews with all six instructors from the three participating play-based recreation preschools were conducted at the beginning and end of the 2014-2015 preschool year. Taking an inductive approach to thematic content analysis, two researchers independently coded the twelve interview transcripts. Regular meetings with researchers and community partners helped to collapse codes into themes. The Ecological Framework of Place was used to organize the major emergent themes.

Instructors outlined the need to balance the complex and sometimes competing agendas of their employers, parents, and the preschoolers. The instructors felt it was within their capacity to understand children and their needs, describing ways of organizing their preschool environments to support the children’s play behaviours and associated learning opportunities. They acknowledged the need to provide physically and emotionally safe environments so that children can fully engage in play opportunities. Spaces, equipment, and timing of activities provided in the programs were understood to foster certain play behaviours above others. Children were given the opportunity to express themselves and make requests based on their interests. Familiarity with the environments contributed to the reciprocal relationship between space and play engagement within the programs. Instructors need the active support of recreation facility programmers to incorporate play into preschool programming. Education for instructors on how to integrate play using the resources provided in the facilities may stimulate creativity among them, potentially enhancing child engagement in the programs. Access to a variety of spaces, flexibility in the facility schedules, and independence in daily program activities may also help the instructors to facilitate play in their programs. Instructors and programmers benefit from acknowledging the role and value of children’s ideas for play in programming, including the use and organization of materials, equipment and space.

Examining the impact of community investment on children's play in a free play-based recreation preschool program: Mixed-method research findings

Candace Nykiforuk, Ana Paula Belon, Gabrielle Donoff, Doreen Paradis, Erin Gallagher & Jane Hewes (Canada)

The Love to Play preschool grew out of concern for the 21% of rural children in a County in Alberta who experience difficulty in developmental areas of communication, general knowledge, and emotional maturity: developmental areas

that can be fostered by free play. Housed within a recreation centre in a rural area of the county, Love to Play features play-based space design and programming, contrary to the trend of preschools (age 3-5 years) focusing on academic content and school readiness. The physical space was designed to offer a variety of activities that support children's free play by encouraging intrinsically-motivated activity, allowing children to test personal boundaries in a safe environment, and providing opportunities for a wide range of play behaviours.

Initiated in 2014, the Love to Play preschool program and space was studied in its inaugural year through a partnership between the University of Alberta, MacEwan University, and County Recreation, Parks and Culture (RPC). Love to Play was compared against two similarly sized recreation preschools, also operated by RPC, using a multi-method approach. In Part 1, individual semi-structured interviews with instructors and parents of children from each preschool revealed similar understandings of free play across sites; choice was a key descriptor to define free play. In Part 2, a systematic evaluation of the indoor preschool and mini-gym spaces determined each space as 'good' according to the Children's Physical Environments Rating Scale (CPERS) Part C. In Part 3, monthly video observations of children's behaviours at each site were coded as largely manipulative, artistic, and sociodramatic using a modified version of the Observational System for Recording Physical Activity in Children – Preschool (OSRAC-P). Most moderate-to-vigorous physical activities occurred in the mini-gyms. In Part 4, children engaged in photovoice activities of their preschool and mini-gym spaces, sharing with their peers their stories of imaginative play and revealing how they transform spatial components for their own purposes in play. The partnership between the community and the research team share these research findings to inform similar work in the county, province, and larger research community.

4E - Playscapes: Learning beyond the classroom

Travis Robertson & Jenn Meredith (Canada)

Playscapes: Place-Based Play Experiences encourages participants to think beyond the walls of a traditional school classroom to consider meaningful, authentic ways to connect and play with community, spaces and people. This session is based on the Campus Calgary/Open Minds (CC/OM) (<http://ccom.cbe.ab.ca>) model that explores play and place-based possibilities that can enhance a full year of big ideas and essential questions. This session considers a variety of contexts and disciplines as we uncover possibilities for learners to uncover and discover curriculum and ways of ensuring tasks are authentic, worthy of students' time and attention, as well as inspiring community action.

Play is the primary means by which children learn about themselves and explore the world around them. How can this innovative and exemplary model live in your community. Campus Calgary/Open Minds is an innovative curriculum-based program that moves the classroom into the community for an entire week as a catalyst for learning activities that occur throughout the year. Teachers work closely with experts in vibrant community settings to custom design a week that meets individual needs to inspire and promote critical thinking and problem solving. Learners make sense of their play experiences through reflective journals, which document their curiosities and understandings. This unique educational opportunity has been recognized internationally for its partnerships that demonstrate capacity building, leadership, and innovation.

The CC/OM Operations team will present multimedia capturing play within Calgary's cultural spaces. Interactive opportunities will connect our work with the potential to take playful learning beyond the traditional four walls of a classroom, anywhere in the world. We will take a first-hand look at the rigour and dedication that ensures this model thrives and continues to be innovative after 24 years.

As well, please note that as the IPA Conference is hosted in our city centre, several of our locations are within strolling distance: City Hall School, The HUB for Inspired Learning (Arts Commons) and Museum School (Glenbow).

4F - Risky play: the role of educators and playworkers

Martin King-Sheard (UK), Marlene Power (Canada), Helen Little (Australia), Beverlie Dietze (Canada) and Ellen Sandseter (Norway)

Adult professionals with a role in children's play have always influenced the risk encounters and experiences of the children who they supervise or oversee. Adventure playworkers see risk and uncertainty as essential elements in children's play. Hence the principles and understandings of the discipline explicitly set out the importance of a balanced approach. Early years and outdoor educators have tended to take a more structured approach to learning, and a more cautious approach to risk and uncertainty. However, some - especially those who value free, outdoor play as a learning process - are also becoming interested in affirming the beneficial aspects of risk. This move is evident in the evolution of the Forest School model of holistic, child-centred learning that started in Denmark, spread in the 1990s to the UK and is now being taken up in various forms in Australia, Canada and other countries. While these and related disciplines hold different conceptions of childhood, and take differing views of children's play and learning, they each offer insights. This symposium will allow theorists and practitioners from different disciplines to share their perspectives on the role of the adult professional, and offer models and tools for supporting sound judgements about whether, when and how to intervene in children's play.

4G - Jouer dehors : Les préoccupations des parents d'enfants de 3 à 12 ans au Québec

Guylaine Chabot, Richard Larouche, Michel Rousseau & Maude Dionne (Canada)

Jouer dehors, avec les risques que cela comporte, fait partie du processus évolutif normal de l'enfant et est essentiel à son développement physique, psychologique et social. Les jeunes sont plus actifs et jouent plus longtemps lorsqu'ils sont à l'extérieur. Malgré les nombreux bénéfices que procure le jeu actif dehors, la tendance actuelle d'interdire des activités à l'extérieur qui comportent un potentiel de blessures, ainsi que le débat qui entoure la sécurité, amène à se questionner sur les meilleures pratiques pour soutenir les parents dans leur rôle en vue d'atteindre une approche équilibrée qui permette à leurs enfants d'explorer leurs limites et de s'amuser tout en les protégeant des blessures sérieuses.

OBJECTIFS : 1) Identifier les préoccupations des parents québécois face au jeu actif à l'extérieur des enfants de 3 à 12 ans et les facteurs influençant leurs préoccupations; 2) identifier les variables associées à la tolérance des parents face au jeu actif à l'extérieur comportant un élément de risque.

MÉTHODOLOGIE Une enquête provinciale a été réalisée avec la version française du questionnaire State of Play qui a fait l'objet d'une traduction transculturelle adaptée au contexte québécois selon la méthode de Vallerand et Haccoun à l'été 2016. L'enquête en ligne sur la plateforme Lime Survey s'est déroulée entre le 25 octobre et le 27 novembre 2016. Des parents de toutes les régions du Québec (n=2179) ont participé à cette enquête. Une analyse de régression linéaire a permis de mieux décrire les variables associées à la tolérance des parents face au jeu actif à l'extérieur comportant un élément de risque.

RÉSULTATS La fréquence à laquelle les enfants s'adonnent au jeu comportant un risque et les préoccupations des parents face aux blessures constituent les deux principales variables prédictrices de la tolérance au risque dans le jeu des enfants à l'extérieur.

Reclaiming the school yard!

Pierre Harrison (Canada)

Many schools in Ontario, Canada have small forests on their properties. Unfortunately, they often remain off-limits to the students at recess. Furthermore, this wonderful pedagogical resource is seldom used by the school staff. Yet it is well established through practice and research that being in a natural, forested area provides many health benefits, especially to a child. The forest offers opportunities for children to explore risk, to discover the wonders of nature and to gather natural loose parts which they can incorporate into their play. These natural areas also present the teaching staff with another classroom which allows them to cover curriculum requirements in a setting that is conducive to learning.

During this session, the author will present the ongoing work that he has been doing with various elementary schools to expose children and educators to outdoor play and learning including:

1. Taking grade 7/8 students into their schoolyard forest and guiding/supporting them as well as providing them with tools so that they can plan and create their outdoor space.
2. Working with schools to incorporate loose parts and tools in the school yard for use during recess and before/after school programs.
3. Working with in-school daycares to create engaging and play-based indoor and outdoor playspaces.

The author will share the challenges and successes which led to recommended strategies for working with schools/school boards and teachers/educators/principals.

Bouger c'est naturel

Sylvie Melsbach (Canada)

Le RCPEM a travaillé à la rédaction du référentiel Bouger c'est naturel, Comprendre les mouvements de l'enfant pour mieux les soutenir.

En plus de transmettre un contenu pédagogique et scientifique, des séminaires accompagnent l'ouvrage abordant un grand nombre de réflexions qui invitent les professionnels de l'enfance et les intervenants à reconnaître, à soutenir et à défendre l'importance fondamentale de respecter le rythme de développement individuel de chaque enfant, autant en terme de besoins et de capacités qu'en terme de ses champs d'intérêts pendant leur jeu.

Au lieu de se demander ce qu'il faut faire pour faire bouger les enfants, les participantes se questionnent plutôt sur ce qui fait obstacle à leurs envies et à leurs besoins de mouvement.

Le transfert de ses connaissances a pour but de permettre de faire une analyse du milieu d'accueil afin d'être en mesure de soutenir de façon adéquate et favorable les mouvements initiés par les enfants pendant le jeu libre, moyen incontournable, pour lui, de découvrir le monde et d'en faire l'apprentissage.

Cette activité fait partie d'une première phase du projet « Nourrir le développement du jeu actif de l'enfant » (financé par la fondation Lawson) qui permettra de sensibiliser des communautés de différentes régions du Québec (des CPE, des parents et des acteurs locaux interpellés par la santé et le développement de l'enfant) aux capacités innées des enfants à bouger et à prendre des risques dans des environnements extérieurs, ainsi qu'à revoir et à transformer leur cour extérieure pour répondre aux besoins de ces jeunes enfants.

Lors de cette présentation dans le cadre de la 20e conférence de IPA, nous serons en mesure de présenter quelques vidéos pris sur le terrain concernant le jeu actif, initié par les enfants (0-5 ans), parfois aventureux, illustrant aussi le soutien par la parole par des adultes qui les accompagnent et les données sur le changement de perception de ces mêmes adultes (parents et personnel éducatif) sur l'importance du jeu libre et sur leur tolérance à la prise de risque dans le jeu à l'extérieur après avoir pris part aux différentes formations et séminaires.

4H - Green means GO!: Benefits of free-play outside in nature and green spaces

Kim Hunter (BC)

We will explore the simple needs of early childhood for optimal developmental opportunities. Playing, baking, artistic work, movement, singing, laughing. We'll look at why we must slow down to enhance our children's long term healthy development, to create more meaningful relationships and how this enhances learning into the future.

Beyond connecting: Constructing 'ecological identity' through play in nature from birth to seven years

Jan White (UK)

This presentation introduces a developing framework which aims to scaffold the construction of 'ecological identity' as part of very young children's emerging sense of self (White 2014). The study explores questions such as, how can an attachment to the natural world begin in early childhood; what makes a young child feel that they are part of nature and that it is part of them; and where does the desire to care for and protect our natural environment actually come from, and how can nature care for the child?

Introducing the concept of 'ecological identity' into the language and practice of playwork and education works towards three important goals. Identifying and responding to deep psychological drives in childhood furthers the work of play and early education sectors. Additionally, creating play environments where the natural world provides timely and relevant responses to these play drives enables the child to feel at home in the natural world and to draw on nature therapeutically. Such prolonged experience is likely to nurture identification with nature and the need to act for environmental stewardship throughout life.

Utilising theories of attachment in early childhood and Biophilia, together with the ideas of researchers such as Appleton (1975), Kellert (1997), Sobel (2008) and Pelo (2014), observations of young children's play are being interpreted in terms of the construction of bonding and identity with the natural world. This approach seeks to provide a model for the process of constructing ecological identity, and a relevant framework for developing play environments for young children and their affordance for play. The investigation focuses upon both studying play and play environments, and on supporting the development of understanding and practice in each of these areas. Abundant and accessible nature is proposed as an essential condition for wellbeing and development (e.g. Children and Nature Network 2011), however awareness of how this actually works must be disseminated so that suitable responses in provision of play and education environments can be developed and put into practice. This presentation intends to open a debate, inviting questions, comments and further ideas.

What makes them happy? Exploring the relationship between outdoor play environments at schools and children's happiness and wellbeing in Toronto, Canada

Farzana Propa, Raktim Mitra & Brenda Simon (Canada)

In an elementary school, recess and lunch periods allow significant time when a child can engage in active play. Yet, in Canada, there is no specific policy around how this time should be spent. An emerging research has focused on health benefits of outdoor play. However, research focusing on children's activities during school-time is limited. The impact of a school's outdoor play environment on a child's social health can be significant. Evidence of such relationships in a North American context is scarce. This paper addresses this important research gap by exploring the association between children's self-reported happiness and social-health indicators, and outdoor play environment when they are at school.

Data for this study comes from the Outdoor Play and Learning in School Communities (OPAL) Project. In the summer of 2016, a detailed questionnaire survey was conducted among students attending grades 4 to 6, in 6 public elementary schools in Toronto (n = 352). Children self-reported happiness during outdoor play using a 5-point Likert type scale, and responded to a total of 10 statements relating to their social health and wellbeing. Quality of the play environment was measured by student responses to 6 statements focusing on play setting, play equipment and supervision. Preliminary results indicate that most children (82%) were happy when playing outdoors. Those who reported that they were "very happy" (42%) also indicated that they were satisfied with their play environment.

Further systematic analysis is currently in progress. Ordered logit models will be estimated to explore the statistical association between school's play environment and a child's level of happiness when playing outdoors, adjusting for socio-demographic variations. The correlates of a social health/ wellbeing index will be explored using a linear regression approach. These research findings can be utilized to understand the importance of outdoor play environment in elementary schools in Toronto, and more broadly North American public school systems. The results may inform future play policy that is child-centered, improves the quality of play environment in schools and makes children happier and healthier.

4I - Empowering communities through play

Cynthia Watson, Tracey Martin, Jarret Hoebers & Stephen Price (Canada)

Vivo for Healthier Generations, Mount Royal University and the City of Calgary have teamed up to show how a charity, university and municipality can work together to demonstrate the potential of social impact when multiple sectors come together. Recognizing we can “do better together”, we have evolved into a collective to test and tinker with broadening our reach, leveraging each other’s roles and strengthening our impact to create a lasting legacy of measurable change. We enjoyed some great successes and epic fails and still keep playing forwards!

Our common agenda is building active cities by working jointly to get more Calgarians, more active, more often, everywhere they are. Play is the foundation for generating the holistic shift in the mindset necessary to create a generational change at a social and systems level.

This playshop is a taster of a larger full-day workshop of bringing different stakeholders together to create a bigger impact for play. Participants will work in play-groups to explore the following 3 questions: How can we design for more people to be more playful throughout their day? How can we transform existing resources into more playful resources? How might we create an ecosystem of play?

We’ll also share our living test case of the Gen H (Generation Healthy) Project and how its components come together to empower communities to take responsibility for their own healthy behaviours and help others do the same in Calgary, across Canada and globally.

4J - What is the relationship between the neighbourhood built environment and time spent in outdoor play? A systematic review

Amalie Lambert, Janae Vlaar & Mariana Brussoni (Canada)

Neighborhoods provide important spaces for children and youth's outdoor play. Different affordances in the neighborhood built environment support distinct play behaviors at every developmental stage. These environmental characteristics are often designed by planners, urban designers or architects. The research literature regarding environmental characteristics that are associated with children's neighborhood play has the potential to provide important insights regarding best practices for the design of outdoor environments. This research literature has not yet been systematically examined. The purpose of this study was to identify, assess and synthesize all publications linking attributes of the built environment to time spent in outdoor play. This systematic review will examine the impact of relevant environmental characteristics on children's outdoor play, examining differences associated with age, gender, socioeconomic status and ethnicity. The following databases were searched between 1 January 2000 to 18 September 2016: Avery Index (PROQUEST), MEDLINE (Ovid), PsycINFO (EBSCO), SPORTDiscus (EBSCO), ERIC (PROQUEST), CINAHL (EBSCO) and JSTOR. The search resulted in the identification of 1328 records, which are being screened by two reviewers. Due to the limited volume of literature anticipated, exclusion criteria were limited. Studies were excluded if they examined non-neighborhood environments, structured/organized physical activity and play during school hours. Two independent reviewers will examine all eligible full text articles. The Mixed Methods Appraisal Tool (MMAT) will be used to assess the quality of the evidence. Narrative synthesis will be conducted and a priori comparisons for subgroups (age, gender, socioeconomic status, ethnicity) are planned if data reporting permit. Preliminary results suggest a relationship between the time children and youth spend in outdoor play and the characteristics of the neighborhood built environment: children and youth spend longer in unstructured free time and play in neighborhoods that are well-lit, with considerable open space, plentiful vegetation, low traffic levels and

diverse land use. The findings of this systematic review have potential policy and practice implications in designing built environments that promote outdoor play.

Do parental worries about crime influence independent mobility in older children?

Morgan Yates, Mariana Brussoni and Louise Masse (Canada)

Research indicates that as parents perceive an increased risk of their child witnessing or being a victim of violence, they are less likely to allow independent outdoor play. The age group 10 to 13 years is an important transition period for children's expanding independent mobility. However, there is limited understanding of the influence of parent's fear of crime on the independent mobility of children in this age group.

This research is part of a larger study investigating the playability of the built environment. Parents of children aged 10-13 who live in three different neighbourhoods in Metro Vancouver completed the Social Danger Perception Scale and Licences for Independent Mobility survey. Logistic regression analysis will be used to determine whether the Social Dangers Scale, which indicates parental perceptions of safety, predicts licenses for independent mobility.

To date, data were collected from 23 families living in Metro Vancouver (31 parents), from our final sample of 90 families. Parent included 21 mothers and 10 fathers with a mean age of 44. The preliminary results of the Licences for Independent Mobility survey indicated that most of the children (21 out of 23) had moderate or high levels of independent mobility, indicating that the child was allowed to do many things alone in relation to navigating their city, such as cross busy roads and travel on city buses. The results suggest differences by neighbourhood, with the most urban neighbourhood reporting higher ratings of independent mobility than the other neighbourhoods. The preliminary results from the Social Danger Perception Scale ranged broadly with some parents rating their perception of danger very low (2/33 parents) and many parents rating it very high (7/33 parents). Currently only preliminary results are available. It is hypothesized that parental fear of crime may influence whether children are allowed to engage in activities such as active transport. Final results will help practitioners understand the influence of parental fear, and will help inform policies relating to active transport and other forms of independent mobility.

Rights, Power and Play: Control of play in school grounds- an action research project from Wales

Marianne Mannello (UK)

This research focuses on the role of control, power and people in utilising school grounds for play by children after teaching hours. Statutory Guidance (Welsh Government, 2014) states school grounds must be considered in local play provision. Despite children's right to play (UNCRC, 2013), school grounds across Wales are under-utilised (Play Wales, 2012). School playtimes are important for health and behaviour (Baines and Blatchford, 2010; Hyndman et al, 2014) suggesting that communities benefit from spaces being available (WG [A2] and WLGA 2002). Children report that playing is an important aspect of their lives (International Play Association, 2010; Children's Commissioner for Wales, 2015). A rights-based approach was taken, using the concept of children as active agents (Lester and Russell, 2008). Utilising this theoretical framework an action research methodology (Mukherji and Alban 2015) was adopted. Three primary schools participated in a two-month project, which provided play facilitators and resources. Qualitative interviews (pre and post project) were undertaken with members of the school community. Findings indicate that power and control are factors in relation to accessibility and use of outdoor spaces. Opening school grounds after hours appeared beneficial, suggesting it should be incorporated in strategic planning (see Greateorex, 2011).

4K - Learning to use Behavior Mapping to capture and assess children's play in outdoor and natural environments

Janet Loebach (Canada), Adina Cox & Sarah Little (US)

Research is confirming what we have known anecdotally for some time – diverse, unstructured outdoor play is critical to children's healthy physical, cognitive, social and emotional development. Outdoor play in and with nature is proving particularly beneficial to children's well-being, stimulating brain development, promoting sensory integration and environmental awareness, reducing stress, and improving focus and attention. Play in diverse, nature-rich outdoor spaces is often more physically active, more creative and exploratory, and can help children relate better socially to their peers. Widespread attention to the dramatic decline in the time and freedom contemporary children have for outdoor play has helped to spawn countless initiatives to (re)design and (re)naturalize schoolyards and public parks, as well as the outdoor spaces of child care centers, recreation centers and other educational environments.

To support the installation of appropriate outdoor play environments, we must better understand how children playfully interact with naturalized outdoor spaces, and the features which are most conducive to developmentally-supportive play. Behavior mapping is a highly effective field observation protocol being increasingly used to study children's environmental behavior. This intensive field method is one of the few research tools which can simultaneously capture details of children's play behaviors with conditions and features of the environment where the activity took place. The flexibility of behavior mapping also supports observation of a range of behavioral attributes, including children's physical activity levels, peer and adult interaction, and levels of play engagement; these behaviors are directly linked to the play environment, allowing researchers, designers and play providers to identify the settings or features which support rich, diverse and developmentally-appropriate play.

This workshop is designed to provide participants with a foundation in behavior mapping protocols and tools, with a particular focus on capturing and analyzing children's outdoor and nature play behaviors. Participants will be exposed to effective strategies for both preparing and conducting behavior mapping research, and selecting appropriate measures. Participants will also be given the opportunity for hands-on experience in coding and mapping children's behavior through mock field observations of outdoor play. Workshop facilitators will use examples from their own research to reinforce concepts and approaches.

4L – Play and place: How land inspires story

Stephanie Bartlett, Lesley Tait & Stephanie Leech (Canada)

There are powerful connections between outdoor play and Indigenous holistic ways of knowing. In alignment with and support of The Calgary Board of Education's Indigenous Education Strategy and Framework, Indigenous knowledge systems are used as inspiration for exploring the land and play as learning methods in support of learning for all students. Traditionally, Indigenous cultures value play as a teaching tool, creating the conditions for children to learn life skills and lessons while relaxed and engaged in a fun, supportive environment. Outdoor play and authentic learning contexts also give educators the opportunity to consciously draw connections to oral language and literacy. The purpose of this session is to explore how play in Indigenous cultures creates authentic, experiential and immersive learning experiences that lead to skill development and cultural understandings through story and problem solving opportunities.

A highly interactive and reflective Wild Card presentation, this session will take place outdoors near the convergence of the Bow and Elbow Rivers in the East Village. We would use the natural surroundings as well as provide natural loose parts to enhance the experience. The knowledge acquired through the senses will be held in common, and remembered through discussions allowing participants to create a social memory, by inscribing this experience on the land through story and narrative reenactment (Chambers 2012). In a natural setting, and also near a well-constructed

playground, participants will have the opportunity to have a shared experience designed to breathe life into a lived curriculum that is holistic in nature, weaving in Indigenous teachings.

At a time when so many are looking for understanding of how to incorporate Indigenous perspectives into their teaching practice, this is an opportunity for rich discussion and teaching while spending time on the land together. Participants will gain understanding of how play and risk is a way of teaching, connections between outdoor experiences and oral storytelling, as well as insight into how to integrate Indigenous knowledge and perspectives into their personal lives and educational settings.

4M - Bringing the outside in: Playing with/in digital landscapes

Pat Tarr & Sayward Wilkinson Blanc (Canada)

Participants in this workshop will use digital media to explore ways to create play environments that bring children's experiences in the natural world into the classroom. While there are concerns that children's engagements with digital media and worlds are diminishing their connections and experiences with the natural world, this workshop will provide participants with opportunities to explore connections and interactions between the natural world and digital worlds. Participants will create play environments using projections, videos, and natural materials that are based in children's real world experiences in a nature kindergarten. In this workshop participants will gain an understanding of how these cross-media environments provide opportunities for rich fantasy play (story telling), creative and constructive play. Additionally, this session will highlight how these outdoor-indoor connections can provide deeper perceptions of natural phenomena, and support for curiosity and wonder.

5A - New technology and indigenous games as correlates of social interaction of children in Nigeria

Adefunke Ekine (Nigeria)

Traditional games in Africa is gradually being replaced by new technology and electronic games thus eroding children the benefits and opportunity to develop social and communication skills. New technology or electronic games have replaced the outdoor times and parents are equally not available to socially interact with their children. Though children are provided with new gadgets on a regular basis but these do not develop social skills. The right to play for every child is a fundamental right and often the only right that a child in a rural setting enjoys. This paper is a presentation of a small study investigating how the social skills of children are developed in a peri-urban city of Oru Ijebu Ode, Nigeria, a community that have seen war and conflict.

Children views about the two forms of games were critically discussed in the light of the worsening economic recession and conflict in the community. Children perceived the local and traditional games as an extension of their culture and a form of relaxation that is very cost effective. Furthermore the traditional games provided a platform for language development and increased their self esteem unlike the new technologies that constantly make them appear inadequate and inferior.

Hospital clowning as a play stimulus in healthcare

Laura Anes (Austria)

The presentation will illustrate how hospital clowning provides a play stimulus for hospitalised children. Based on different clowndoctor intervention designs, the presentation will outline how the various approaches influence children's recovery process and how they open opportunities to play and stimulus in an environment that often does

not favour the children's basic instinct to play. Based on RED NOSES' empirical experience and on ongoing feedback from medical staff and patients' relatives, the clowndoctors' performances enable a participatory and creative environment that in turn facilitates children's adaptation to the hospital environment, reduces the stress levels and contributes to improving the general well-being of ill and hospitalised children. While moving from bedside to bedside, the clowndoctors encourage children's active participation and support their natural instinct to play, fully including them in the interaction, if the children wish to do so. To meet the needs and characteristics of every specific "audience", the performances make use of an array of specially designed methods and artistic techniques that are essential to connect with the children and bring their natural instinct to play back to life. In an environment where the theme of play is generally lacking, clowns often use the situation of simply having the child in a hospital room to initiate and engage in some form of play. They create humorous and amusing scenes that have the potential not only to stimulate children's senses and capabilities, but also to turn the hospital into a less scary and more humane place for them.

The presentation will look into the role and/or use of the performing arts to engage children in active play and discuss ways to provide play opportunities for ill and hospitalised children, who cannot, for example, access playrooms in hospitals' paediatric wards or that face long-term hospitalisation. This is an important discussion because a serious illness, a chronic medical condition or a hospital bed should not deny any child hers or his, right to play. The information conveyed is based on both empirical experience and the ongoing feedbacks from medical staff, patients and their relatives. They are not the result of any form of scientific research.

Providing understanding and training methods for work with youth problems: "gangs & mobbing"

Brian Ashley (Sweden)

Author trained as a sociologist and then had professional training and practical experience as a vocational guidance counsellor, social worker and teacher. This provided a basis for a five year period as Warden of Edinburgh University Settlement where he resided in and directed a community social work centre on a large slum clearance estate. The "cultural shock" of this experience of the 'labelling' of such communities he carried with him throughout his future academic career in training professional social and youth and community workers as Director of the School of Community Studies at Moray House College in Edinburgh. His academic research focussed on such community problems as, in particular, cruelty to children and comparative study in many countries of the leisure provision for pre- and early adolescents -known to be the development stage when gang -building could lead to criminality and drug misuse.

In this presentation he will trace the development of his understanding of these problems and the continuing refinement of methods based on his early study of street group work in USA in the 60's and the psychological studies of pioneers such as Levin and Bales. He was a participant in 1958 to the Unesco Seminar on Playgrounds in Stockholm that resulted in his pioneering interest in adventure playgrounds and in 1961 to the Unesco seminar in Group Work in Oslo that led to his development work on the subject of this paper.. He has written books and led a number of international study seminars based on this work in different countries.

5B - Play for experiential learning and child and adult collaboration

Laura Wright, Tara Collins, Michele Cook, Philip Cook, Micheal Montgomery & Brijpal Patel (Canada)

Singer et al. (2006) highlight the significance of play in human cognitive and social-emotional growth in their proclamation that play=learning. Play and playfulness have been studied thoroughly in the context of learning for young children (Johnson, Christie, Wardle, 2005; Elis, 1973; Lieberman, 1997, in Tanis, 2012), yet greater research is needed on the connection of play for leadership learning and development, and meaningful participation of and

collaboration between older children, youth and adults. Kolb and Kolb (2010) propose a model that views play and learning as interconnected and integral process of human learning and development (p.27). Kolb and Kolb (2010) posit play “exemplifies one of the highest forms of experiential learning” (p.47). This Play Shop will introduce a play-based activity co-created by Right To Play, the International Institute for Children’s Rights and Development (IICRD), and Ryerson University, which seeks to support participants to engage in a learning and social innovation play lab process. A proliferation of Social Innovation Labs (SILs) have arisen to address complex issues globally. This SIL will act as an intentional space that brings together diverse people to address complex issues through investigation, experimentation and prototyping of ideas and solutions (Hassan, 2004; Westley et al., 2012 in Tremblay et al, 2016 Forthcoming). The Play Shop will invite children, youth, and adult participants from diverse sectors to engage in an intergenerational, interdisciplinary and intersectoral play-based discussion to contribute to the dialogue on the role of play in children and adults learning, development and collaboration. The Play Shop will serve as a starting space for future innovative collaboration and dialogue across play actors.

5C - The impact of playwork in out-of-school care in Edmonton (*Presentation*)

Lauren Turner (Canada)

The research that was conducted in 2 out-of-school care settings in Edmonton, Alberta will be discussed. This research was conducted for a Masters by Research in Playwork at Leeds Beckett University. The research focused on the impact of playwork in both of the out-of-school care settings. Playwork is about creating environments and opportunities that give children the opportunity to play within their own agenda (Brown & Cheesman, 2003). Specifically, the research questions included:

- What impact would the introduction of playwork have on children’s play experiences in two out-of-school care settings in Edmonton?
- Is there enough awareness of the importance of play for the childcare staff to continue with a playwork approach?

This presentation will include an overview of what was done within this study and details about the findings and conclusions from the study. Implications for playwork practice and suggestions for moving forward within the field of playwork in Edmonton will be discussed.

Out-of-school care, practitioner capacity and play advocacy: A Calgary case study (*Round Table*)

Julia Davies Dawson & Dee Dogar (Canada)

How do we define play when each person has a different play experience? Furthermore, how do we support and advocate for building skills and capacities around playwork when practitioners, stakeholders and policy makers experiences, and understanding of play, may differ? These are the pressing questions facing Calgary Child’s Play (CCP), a licensed and accredited provider of out of school care programs in Canada and the UK. Their mission is to compliment the diverse communities and families to whom they provide out of school care by creating an environment that enables high quality play experiences that inspire curiosity and support child development.

CCP has been providing in-house play trainings and play sessions for staff in order to both deepen individual practitioners’ play practices and broaden play work practices into all their before and after school care sites across the city of Calgary. This capacity-building staff training has been both rewarding and challenging, and has resulted in exploring other opportunities for playwork capacity building initiatives to continue moving forward. Furthermore, it has

highlighted the need for CCP to engage in advocacy efforts to promote the value of playwork with a variety of stakeholders, including policy makers.

Using lessons learned from this Calgary case study, this roundtable discussion will facilitate conversation around successes and challenges in building practitioner's playwork capacities in school age sector, as well as lessons learned in advocacy efforts with a variety of stakeholders in promoting the value of playwork and playwork training. Given the community-based nature of programming and focus on school aged children, this roundtable discussion will be of interest to those in the play community working in community-based context, those concerned with practitioner capacity to support play practices, and those interested in advocacy around the issue of play. Anticipated outcomes from the roundtable discussion include: sharing ideas around facilitators in deepening individual practitioners' play practices; ways of deconstructing definitions and expectations of play; and, suggested advocacy strategies, based on stakeholder segmentation.

5D - Recess research: An international symposium

Anna Beresin (US), Lauren McNamara (Canada), Ed Baines (UK), Peter Blatchford (UK), Olga Jarrett (US), Joyce Hemphill (US) & Ladonna Atkins (US)

Scholars in the United Kingdom, Canada, and the United States will be meeting for the first time to join together for brief presentations on recess research, and then a larger group discussion about policy analysis and international advocacy. Join Lauren McNamara, Brock University, Canada, Ed Baines and Peter Blatchford, both of University College London, United Kingdom, Anna Beresin, University of the Arts, USA, Joyce Hemphill, University of Wisconsin-Madison, USA, Olga Jarrett, Georgia State, USA, and LaDonna Atkins, University of Central Oklahoma and President of IPA/USA.

Recess, play time, leisure time, or break time at school has been documented to be declining in many parts of the world, in its frequency and amount of time offered to children. Yet there is significant evidence from many disciplines in the social sciences that recess play not only offers significant benefits to children's physical, emotional, cognitive, social, and cultural health, but there can be significant strain when playtime is removed or insufficient. In addition, there are a variety of patterns of time allocation across the globe, with some countries offering significant chunks of time for children to play at school, and others barely any. There is a need for international exchange about recess research and to begin to document children's access to school play on a global level. Recess is unique in its position as a social, physical, and diverse opportunity for children's daily playtime, yet is often seen as trivial among professional educators. For many children, recess is the singular opportunity for group play, and many school programs regularly go without play materials or access to play spaces.

How might IPA as an international organization further support the collection of UNESCO data on recess? What are effective strategies for research and advocacy on a local level? What opportunities exist for the sharing of recess research internationally? Practitioners, scholars, and designers are all welcome to join this discussion, a beginning working-group on the documentation of recess challenges.

5E - 'If at first you don't succeed...try, try again': Positive adversity in children's play and development

Elizabeth Cummins (Australia)

Ask anyone to describe the relationship between adversity and play and they will probably look for the nearest exit. Images of misfortune, struggle, and conflict all come to mind, none of them the positive messages we usually

associated with children's play, learning and development. But is all adversity as negative as we think or is there something much more worthy of our attention here.... a positive opportunity to deal with things differently?

This presentation seeks to examine the difference between major and minor adversity and explore the positive role of minor adversity in children's development and learning, particularly within the play environment. Traditionally children have been positioned as vulnerable, incompetent and self-focussed, but are they really? "Facing difficult challenges and overcoming them builds self-confidence, teaches self-control and tends to foster an attitude of conscientiousness towards others, who may also face difficulties."* How do challenging situations, risky settings and unfamiliar experiences shape us as human beings? What impact does free-play, children's autonomy and neighbourhood mobility, resilience and bullying all have on building effective foundations for overcoming minor adversity? "We acquire qualities such as persistence, self-control, conscientiousness, self-confidence and curiosity from experiences with adversity."*

Find out about famous and successful adults who faced adversity in childhood and how it has impacted upon them as adults. Learn about valuable opportunities to support and develop invulnerable children who feel more confident navigating minor adversity in play. A session for all involved in play provision to understand how risky environments for play can positively impact on children.

*Extracts from Matta, C. (2012). How Adversity Can Impact Your Success. Psych Central. October 27, 2016, from <http://blogs.psychcentral.com/dbt/2012/10/how-adversity-can-impact-your-success>

Exploring perceptions and identifying solutions: A policy toolkit to support unstructured child-led play

Christina Pentland & Frank Welsh (Canada)

Unstructured child-led (risky) play is not initiated in an organized, planned, or formal way. It may include thrilling and exciting forms of play that provide opportunities for challenge, exploring boundaries, and allows the child to determine their own limits. Despite being critical to healthy child development, children have become less active, play less freely, and have more limits placed on them in and out of school. Funded by the Lawson Foundation and in partnership with Saskatchewan in motion and Ottawa Public Health, CPHA is developing a policy toolkit for school board and municipal decision-makers designed to increase access to free play.

Comprehensive literature reviews regarding parental perceptions of risky play, playground injuries, tort law and liability have been completed. An online parent survey has been disseminated to gather parent perceptions on unstructured child-led play at school and in the community. In addition, 40 key informant interviews were conducted to understand decision-maker influences. Findings from our literature reviews suggest that courts are acting reasonably in cases of claimed negligence, while injury surveillance data indicates that the vast majority of injuries sustained on playgrounds require no medical treatment. Parents' perceptions of neighbourhood safety, parental peer pressure, and influences of the media are barriers to children's participation in unstructured child-led play. Furthermore, there are numerous management barriers faced by municipal and school board decision-makers, including the fear of litigation and liability. School boards and municipalities must respond to an increasingly risk-averse society, comply with relevant Acts to uphold a duty of care, and provide opportunities for play that contribute to healthy child development. We have identified the social and political drivers influencing play opportunities and have begun to identify options to address the challenges affecting policy and risk-management decisions. The toolkit will support school board and municipal decision-makers in an effort to develop unstructured child-led play opportunities, thereby benefiting healthy child development.

Reframing parents' perception of risk to promote children's outdoor play

Mariana Brussoni, John Jacob, Juan Tellez, Kevin Quach, Fahad Hasany, Anita Bundy, Louise Masse, Takuro Ishikawa & Christina Han (Canada)

Outdoor risky play is thrilling and exciting activity involving uncertainty. It is important for children's health and development, yet opportunities for risky play have decreased across generations due to fears about risks. The Risk Reframing (RR) tool, <https://outsideplay.ca/>, is designed to change the attitudes and behaviours of parents of children aged 6-12 years to promote children's outdoor risky play. The RR tool evolved from an in-person workshop for the Sydney Playground Project. Intervention mapping guided the development of the online interactive platform, including selection of behaviour change techniques (BCTs) related to intervention outcomes and behaviour change objectives. The RR tool includes experiential learning tasks promoting self-reflection. The narrative begins by mapping parents' own childhood experiences, drawing out positive memories of childhood play and facilitating perspective-taking. Parents then map their child's current experiences, to highlight differences in opportunities for exploration and freedom and resulting impact on child health and development (i.e., cognitive dissonance). Parents work through three interactive video-based scenarios of children's risky play with branched decision-making, allowing them to make a choice of action and witness the outcome of their own and the alternate choice (BCT: comparison of behaviour and outcome). The scenarios also promote parents' identification of personal barriers and facilitators (BCT: shaping knowledge, identity reframing). They are shown an outline of their journey through the tool and develop a personalized plan for change (BCT: action planning and goal setting). Testing of the efficacy of the online platform through randomized controlled trial is underway. A societal shift in attitudes and beliefs about risk is required to reverse the trend that is propelling children indoors. The online platform is amenable to widespread use and can facilitate broad and equitable accessibility to promote shifting social norms regarding children's risky play.

5F - Down and dirty play shop

Claire Warden (UK) & Jill Bienenstock (Canada)

This active, pop-up 90 minute play shop is designed to help you connect with the natural elements of water, sand, mud and clay to embrace the process of play and all of the joy, freedom and opportunity it offers.

Engage with Jill and Claire in this natural play space to design, create, explore and de-construct sculptural forms and features that exist in nature. Connect to this space as we explore scientific enquiries, play with technology, engineer systems and mathematically challenge your brain, all within an outdoor, playful space.

Wear outdoor play clothes for maximum enjoyment. This outdoor session links to an indoor session on Nature Pedagogy- play inside, outside and beyond by Claire Warden

5G - Play every day with Sesame Workshop

Kim Foulds & Ana Sofía Cantú-Miller (US)

Research has shown that playful learning experiences for young children helps foster their development and lay the foundations for them to become creative, engaged, lifelong learners. Adults' capacity to guide play in meaningful ways can unlock the transformative power of education for young children. However, lack of knowledge on how the benefits of guided play can contribute to early childhood development (ECD), particularly in development settings, continues to lead to young children growing up without opportunities to develop through play. We hypothesize that a participatory and research-driven approach to play intervention development can effectively guide the creation of quick, easy, actionable tips and strategies to help parents capitalize on everyday play opportunities.

Sesame Workshop and the LEGO Foundation have launched the Play Every Day initiative to address this need. The multi-country project aims to empower caregivers to 1) leverage play in support of children's early development and lifelong learning and 2) contribute to global understanding of best practices for promoting play as part of daily life. To that end, Sesame Workshop has started developing an ECD play curriculum for use in India, Mexico, and South Africa through a series of 'Play Workshops,' or community events at which caregivers and children experience and practice guided play and share their thoughts on what worked and what did not work—to inform subsequent workshops and public launch.

Designed to stimulate increased caregiver-child interaction through play, the workshops are tailored to the local context and needs of the implementation sites, whose communities are traditionally marginalized with limited access to quality ECD services. In this 90-minute session, we are extending our Play Workshop experience to IPA Conference participants.

The 'Play'shop will consist of three parts: 1) interactive guided play activities from our Play Workshop activities; 2) small-group reflection discussions to share reactions and cross-pollinate ideas for improvement; and 3) compare the participants' 'Play'shop experience with that of actual Play Workshop participants.

Participants will not only have fun with culturally diverse play activities, but also directly experience the benefits of learning through play.

5H - Results on active play from the ParticipACTION Report Card on Physical Activity for Children and Youth

Allana Leblanc, Joel Barnes, Christine Cameron, Valerie Carson, Jean-Philippe Chaput, Guy Faulkner, Katherine Janson, Ian Janssen, Roger Kramers, John Spence, Brian Timmons and Mark Tremblay (Canada)

The ParticipACTION Report Card on Physical Activity for Children and Youth is the most comprehensive assessment of child and youth physical activity in Canada. The Report Card synthesizes data from multiple sources, including the available peer-reviewed research, to assign evidence-informed grades across 12 physical activity-related indicators, including Active Play (D+). New data for active play allowed us to assign a grade for this indicator for the first time since 2012. These new data show that about a third of children and youth play outdoors for several hours after school each day. Furthermore, new data show that children who play outdoors during the afterschool period take more steps than kids who do not. The Report Card included several other indicators that may directly impact Active Play including: Overall Physical Activity (D-), Organized Sport and Physical Activity Participation (B), Active Transportation (D), Physical Literacy (D+), Sleep (B), Sedentary Behaviours (F), Family and Peers (C+), School (B), Community and Environment (A-), Government (B-), and Non-Government (A-) strategies and investments. Overall, Report Card results are similar to previous years in that there are generally good grades for indicators relating to investment and infrastructure/facilities and poor grades for behavioural indicators. Future research is required to identify evidence-based benchmarks for daily active play including both indoor, and outdoor active play. This includes research examining the relationship between active play and a wide range of health outcomes to get a better understanding of how much active play is needed for optimal growth and development. A better understanding of determinants and health benefits of active play will inform the development of evidence-based recommendations to maximize existing infrastructure (e.g., parks, community centres) and challenge current policies (e.g., ball bans).

Perception of childcare educators related to active play in regard to seasonality

Mathieu Point & Louis-Philippe Dugas (Canada)

Considering that most recent studies still show an important lack of active time and opportunities to play outside, it is critical to have a better understanding of factors that limit or promote physical activity in young children. In a recent review, Gray and al. 2015 established a positive effect of outdoor time on the level of physical activity, cardiovascular health and the reduction of sedentary behavior. Although outdoor physical activity is an important contributor to overall activity in children and must be enhance in childcare centers, the determinants that could influence these changes are not well understood presently.

Some ideas have been presented in the last decade including intervention with portable play equipment added to a preschool playground (Hannon and Brown 2008) and by a more accurate formation of the daycare educators (Gagné and al. 2016). Also, the idea of adding natural elements in playground and/or bringing the children in natural environments shown potential qualities that are a catalyst for physical activity. However, the seasonal changes are rarely considering in the optimization of playground and play equipment for enhancing outdoor physical activity.

The goal of this study is to survey childcare workers from different childcare centre in the province of Québec. The questionnaire was designed to identify the perception of childcare workers related to the time spent outside, the amount of active play in specific periods of the day, playground equipment and playground environment efficiency in regard to seasonality (summer/winter).

T

he salutogenic effects of an adventure playground: A within-subjects comparison with a conventional playground

Beth Myers (US)

"From a design viewpoint, the possibility of stimulating wilderness or creating environments... which contain some risk-taking elements should be a challenge to the planner and landscape architect who would go beyond conventional playground settings and design places with possibilities for adventure..." -Florence C. Ladd, 1978, p. 447

All children have a right to play. In the past three decades, there has been a significant decline in the amount of time children spend freely playing, especially outdoors. Increased time spent at school, structured activities, and use of technology, are all considered contributing factors to the decline in outdoor free play. In North America, there is a resurgence to provide children time and space to play freely – most notably through adventure play. Despite the long history of adventure playgrounds, especially in Western Europe, there is a relative dearth of empirical evidence regarding the influence of adventure playgrounds on children's play behaviors and developmental domains (physical, cognitive, social, and emotional). This within-subjects study (approved by Cornell University's Institutional Review Board) examines effects of playground type (adventure versus conventional) and gender on active free play behavior types and social interactions. Data were collected through direct observation over twelve 60-minute periods, over 6-weeks in summer 2014. The sample was 40 children, 19 boys and 21 girls, in middle childhood, from a Central New York summer camp. In the adventure playground, boys and girls engaged in greater variety of active free play behaviors, engaged in more time in pro-social interactions, and spent less time in conflict interactions than in the conventional playground. Boys and girls spent less time in 'non-play' in the adventure playground, but for girls, the contrast between the adventure and the conventional was more pronounced than for boys. Adventure playgrounds may foster greater variety of play behaviors, more positive social interactions, and greater participation among girls, contributing positively to daily physical activity in middle childhood. This study contributes to the play community by filling a critical gap in adventure play research and may help inform future salutogenic design interventions to promote children's play.

51 - Real Play Families: A New Zealand case study

Simon Walters, Scott Duncan, Julia McPhee, Denise Atkins and Sarah-Kate Millar (New Zealand)

This case study captured the experiences of three New Zealand (NZ) families who participated in a four-week project designed to encourage them to adopt a 'real' play philosophy in their lives. This philosophy relates to providing opportunities for children to engage in risky, unstructured, unsupervised play in natural outdoor environments. The term 'real play' has currency in NZ, and it was therefore introduced to the three families who made up the case study. The intent of the study was to draw upon the voice of both adults and children to gain deeper insight into issues related to real play, and to advance our understanding of how to expedite opportunities for real play environments. During the project, the researchers worked closely with the three families and asked them to describe the barriers faced, the actions taken, and the outcomes they noticed. The families attended an initial workshop day, data was collected using focus group interviews, and social media postings were reviewed in an attempt to create a comprehensive, triangulated picture of the experiences of each family. The analysis focused on how the families created meaning of real play and drew upon their initial perspectives, their experiences, and post-project reflections. The parents in this project were clearly aware of the constraints and societal expectations related to parenting in regard to real play, they weighed up potential costs and benefits, and made a concerted effort to become more relaxed in their parenting style allowing their children to have more freedom, take risks and to roam further. The four-week project coincided with two weeks of school holidays, and both parents and children expressed that these had been their best ever holidays, providing opportunities for family fun and togetherness. The project appeared to

provide the parents with the information, advice and motivation they needed to undertake a movement towards real play. Our key learning from this project is that real play can be a part of NZ children's lives, even in today's fast-paced and technologically-driven lifestyle.

Making physical literacy 'The New Normal': A Grassroots-up approach

Richard Monette (Canada)

In a world where children are more sedentary, over-scheduled, and less likely to play outside, Active for Life helps parents raise physically literate kids. At activeforlife.com, parents and educators will find playful activities, engaging articles, and free resources to get kids active, healthy and happy. Before this independently funded initiative was born in 2012, Active for Life spoke to parents and learned that while moms and dads were aware of the alarming statistics and the crisis in children's health, they were overwhelmed and didn't know what to do to make a difference in their kids' lives. We concluded that:

- 1) Parents are the gatekeepers of their kids' activities, and the enablers of life-long habits.
- 2) Parents need direction, education, and inspiration, but mostly they need practical solutions to help their kids engage in active play.

Thus, Active for Life's online magazine and social media platforms were designed to be engaging, solution oriented and supportive to parents. The initiative has been phenomenally successful at connecting with parents and helping parents, who may not have played much in their own childhoods, to inject play into their family's routine.

In this presentation, Richard Monette, the leader of Active for Life, will share what has been learned along the way in this grassroots-up approach to help your initiative connect with parents to make play the "New Normal".

An intergenerational qualitative study of good parenting and active free play

Shannon Pynn, Kacey Neely, Meghan Ingstrup & Nicholas Holt (Canada)

Children's engagement in active free play (AFP) has declined across generations. In order to understand this decline and revive play, we undertook a large research project examining perceptions of intergenerational changes in AFP among families from rural and urban areas. The first part of this project involved interviews with 16 families residing in rural areas/small towns in Alberta. Results were framed with an ecological framework of AFP. Participants discussed several factors that depicted the changing nature of AFP including safety concerns, less imagination/more technology, surveillance, other children to play with, purposeful physical activity, play spaces/organized activities, and the good parenting ideal. The notion of the good parenting ideal, which refers to what parents think other parents in the community and in society perceive to be good parenting, appeared to be a major contributing factor to the decline in children's AFP. As such, the current study focused specifically on the good parenting ideal as it relates to AFP. Data were collected via 42 individual interviews with members of 14 families (14 grandparents, 14 parents, and 14 children) residing in urban areas in Alberta. Data were subjected to thematic analysis. Participants perceived that raising good citizens, instilling values/life skills, and being highly involved in their children's lives are key components of 'good' parenting. On the contrary, spoiling children and lack of involvement/neglect were perceived as qualities of 'bad' parenting. Generational changes in society's perceptions of parenting were also discussed. For example, participants perceived that modern parents face challenges stemming from a lack of time due to both parents working, the expectation that children should be enrolled in multiple activities, and high expectations placed on parents by social media, which were challenges not present in older generations. Findings suggest that these

changes constrain the time in which children engage in AFP. Interventions that satisfy the modern conceptions of good parenting are needed to help revive children's AFP.

5J - Innovative approaches to the creation of play friendly communities

Jackie Boldon (UK)

Once upon a time there was a national play strategy
Once upon a time there was a £350 million investment in children's play
Once upon a time nearly every Local Authority in the country had received money to improve it's play areas.
Once upon a time 30 Local Authorities received funding to develop an inclusive community based adventure playground, staffed by play worker.
Once upon a time there was a £15million investment in a support and challenge infrastructure.
Once upon a time nearly every Local Authority had a Play Partnership and it's own Play Strategy.

In 2017 there is no national play strategy, few remaining local play strategies and reports of closures of play facilities and play services across England. Play people up and down the country are now working hard to create innovative approaches to the creation of play friendly communities in a context of considerably reduced funding. Like a phoenix rising from the ashes, Play North East has been created to work with a network of local and national organisations to continue the play campaign and to trial creative play solutions. According to Play North East, Playful Communities have four key elements:

Play in parks and green spaces.

Street play

Play in schools

Play workers and play projects.

Examples of innovative play solutions which will be showcased in the workshop include:

Wallsend Children's Community State of Play Action Research Project: What did the children say ? What did the parents say ? What did the local play and youth practitioners say ? What are the proposed innovative solutions to creating a Play Friendly Community ?

Play Friendly Cramlington: Creating a play area web to encourage active travel, imaginative play, creative play, play days, story telling and community ownership of Cramlington's 12 traditional play areas.

Play and Contemporary Art: Children's views on the Baltic Contemporary Arts Centre's Playground Project.

Building on the expertise developed during more prosperous times this workshop will emphasise the importance of partnership working, sustainability and the value of evaluating impact.

A sustainable inclusive community based Adventure Playground - A Memorandum of Understanding !!

Play streets revitalize low birthrate communities in Tokyo

Hitoshi Shimamura (Japan)

Heavy traffic, loss of communication, fear of liability... There are a number of reasons for losing our streets as a space for play, child-rearing and inter-generational communication. In 2016, we have started the project in cooperation with shopping streets, fire brigades, nurseries, local authorities. The project is picking up media interests

for revitalise child's play and residents' relationship in the communities. We have also uncovered that Tokyo has 877 designated play streets under Traffic Law, though most of them are unused now. We are calling for partners to revive those play streets. We also introduce negative voices in the internet community about playing children and parents on the street. We welcome the sharing of situations in different world cities to develop a new way through.

From Play Streets to Play Quarters: The return of independent children in London

Paul Hocker (UK)

London Play is currently piloting a solution to the problem outlined above in one square mile of the capital. The Enfield Play Quarter, located in Palmers Green, is designed to unlock children's immediate communities and to coalesce support from every part of the neighbourhood to support their return to independence.

Over the last twenty years childhood in the city has shifted from an exterior, outdoor experience to the more dormant, interior childhoods many of London 1.8 million children experience today. London is not alone in the league of world cities that no longer have children as visible, independent members of the population. A study commissioned by Persil in 2016 conducted by Edelman Berland revealed almost a third of children play outside for 30 minutes or less a day and one in five don't play outside at all on an average day. According to the 2011 census London has 1,531,169 children aged under 15. Combining those two items of data we can estimate that around 300,000 children are stuck indoors in London every day unable to be active and to socialise with their peers. The Play Quarters project is the first of its kind in the UK and its implementation, like its predecessor Play Streets, can have successful applications in other regions.

The saying: 'It takes a village to raise a child,' has perhaps become a cliché, an anachronistic ideal belonging to a black and white, post-war era when front doors were left unlocked and a grazed knee was sported as an adventurer's badge of honour.

Now Palmers Green looks forward to being the London village that starts the reverse trend. The Play Quarter will bring new levels of social capital and social justice, helping forge a happier, friendlier, mutually supportive neighbourhood, in a happier, friendlier, mutually supportive London - starting with its youngest citizens.

5L - Meeting the need for increased outdoor play and activity space for children and youth in community and public spaces: Towards a comprehensive system of playwork and professional training for all ages of children & youth

Brian Ashley & Big Britt Almström Ashley (Sweden)

This workshop is designed to encourage the exchange of experience and ideas between all playwork practitioners & researchers and others interested in the provision of public space and other opportunities in the community for the outdoor play and leisure activity of children and youth.

This exchange will be facilitated by Brian Ashley - a founder member of IPA, with long experience as an academic & researcher & professional trainer of community and youth workers. His work has been based on practical experience of developing adventure playgrounds and experimental youth projects in problem areas. He has studied and worked with the 'Forgotten Group' of pre- and early adolescents who are most prone to criminality and misuse and has developed methods of training to work to meet their special needs.

Based on his research and comparative study and practical work Brian concludes that advocates of play needs have tended to concentrate on younger children and neglected the needs of older children and youth. The underlying premise of the workshop will be that 'playwork' is a facilitating process that supports the 'freeing' of expression of needs that emerge from within the young person and that this support is needed and is similar at all stages of development among children and young people but gradually changes in 'form' with their needs as they develop. This premise implies that the play-worker should be professionally trained as a 'facilitator' and so enabled to support the needs of the whole developing process.

The session will begin with a presentation to introduce the aims and issues of the workshop (15 min), followed by a facilitated discussion in small self-forming “buzz –groups” (30 min), then a group reporting session (30 min), and concluding with a summary by Brian (15 min).

5M - The Genius of Play™: Helping busy families capitalize on key developmental benefits for their children

Anna Yudina (US)

The benefits of play to child development are well documented by research. Moreover, 92% of parents agree that play is essential for their children. Despite that, numerous factors – from dual-worker families having less time to increased emphasis on academic performance and standardized test results – have led to the decline of play on the list of a parent's priorities.

The Genius of Play is a research-based initiative with the mission to raise awareness of play's critical role in child development among parents and caregivers. Since its national launch in the United States in 2016, the Genius of Play has reached millions of families by using the viral power of social media, activating influencers, and creating innovative content and resources to help today's busy families embrace the power of play and its important role in helping raise happier, healthier generations. The website www.thegeniusofplay.org and social media channels provide ideas and examples of beneficial play laid out in an easy and accessible way.

This presentation highlights key research findings about parental attitudes towards play and shares results achieved by the Genius of Play over the past 2 years, along with best practices for building a national play movement we have learned along the way. It will demonstrate how research and facts can be successfully turned into effective communication strategies to reach millennial parents with the value of play message across a variety of media platforms, discuss key success drivers, and share a vision for future growth.

Play the New Zealand way: Sport New Zealand's Journey to preserve and enhance the Taonga (Treasure) that is New Zealand Play

Scott Mackenzie (New Zealand)

The New Zealand Mythological figure of Maui and his amazing feats is engrained in our heritage – Many of the characteristics of Maui as a figure illustrate his playfulness and process he used to solve or challenge the world in which he lived. This is much like the many experiences that young people undergo as they find their way in the world today and in the past. In his world these key characteristics were -Challenge (Wero), Innovation(Auaha) and Passion (Mahuika). It is these characteristics that will be needed to shape the future of NZ Play. Sport New Zealand is New Zealand's Crown entity that is aspiring to get:

- more young people engaging in more sport and recreation
- more adults engaging in more sport and recreation and
- more winners on the world stage.

We are in a very strong position to influence, advocate and enable Play in our current environment. We have begun a journey to ensure this continues.

Play is an integral part of our current Sport New Zealand Community Sport Strategy released in 2015 and consequently a cornerstone of the Sport New Zealand Physical Literacy Approach and the Sport New Zealand Young People Plan. One example is the development of our Sport New Zealand Play Position which is based on our

understanding of the importance that Play has in our local communities for Young People. This position better defines the role of adults in the area of Play and that Play is vital to our work within our area of influence.

During this presentation we will share our journey up to this point as we aspire to create ultimately a Co leadership model between ourselves and our partners at National and Regional levels including Regional Sports Trusts and Territorial Authorities (Local Councils). The development of working relationships with the NGO's sector is also key and the beginnings of these are growing with – IPA Aotearoa NZ, Unicef NZ and OMEP as examples.

Taking Outdoor Play Seriously in Schools (TOPS): Positive PlayGrounds Quality Award

Jacqueline O'Loughlin and Alan Herron (UK)

The benefits of school playtime are widely acknowledged, yet many schools have reduced the time and opportunities available for playtime (Blatchford and Baines, 2006). Playtimes offer children an important opportunity to increase their daily physical activity through unstructured free play (WHO, 2007) and reduce stress (Creswell et al, 2005). Over the past 18 months, PlayBoard have been piloting and developing a quality award programme for Primary Schools in Northern Ireland to 'Take Outdoor Play Seriously' (TOPS). The programme supports schools to promote positive play opportunities in the school playground whilst embedding a play ethos through effective policy and practice. Upon completion, schools have an enhanced play space and a culture that supports healthy growth, development and learning.

The presentation will provide an overview of the TOPS Quality Award within schools and captured learning to date. It will also highlight the case study of work within Ballymacash Primary School, who had initially identified a number of concerns regarding their pupil engagement in play. The programme focused on building a momentum for change, quickly establishing a commitment across all staff to improving play provision. Through the programme staff, pupils and parents became engaged in a re-modelling of the play environment and underlying play culture. The enhancement of the outdoor play spaces was completed in conjunction with the children and involved the physical redesign/upgrading of the playground area based on the needs identified by the children. Design was child-led with the support of school staff and adhered to the play principles. Children mapped out the play activities they would like to do, conducted questionnaires on children's satisfaction and perceptions of their current play spaces and the types of play on offer. School staff were supported through a programme of training and mentoring which has enabled them to deliver enriched play experiences within the school environment whilst fostering a participative approach, ensuring that children have a key role in the decisions that impact upon their play experience. The school were the first primary school in Northern Ireland to obtain PlayBoard's TOPS Play Quality Award. A further 5 schools are subsequently working towards this achievement.

6A – Building children's resilience and participation after crisis: Equitas Play it Fair! approach

Claudia Sighomnou & Ruth Morrison (Canada)

During this interactive workshop, participants will learn more about a play-based project grounded in human rights values (e.g. respect, inclusion, equality) that is being used internationally to build children's resilience and participation in post-crisis contexts (e.g. Syrian Refugees in Canada, children in Sri Lanka, children in Haiti). Equitas Play it Fair! work internationally and in Canada:

- supports children who have experienced crisis; by building their social-emotional competencies, communication skills and healthy mental development, through regular physically active play-based activities that counter disconnect and social isolation by fostering a sense of belonging, connectedness with peers and adults, increased self-

confidence, inclusion, and acceptance;

- builds the knowledge and skills of community-based organizations so that they can lead activities that include children who have experienced crisis and support them to take on leadership roles and reach their full potential in their communities;
- shares best practices/strategies for supporting the inclusion of children who have experienced crisis and mobilizes collective action across diverse sectors (health, education, recreation, arts, etc.)

Play'shop participants will be introduced to Equitas' Play it Fair! Approach and will get to try out activities specifically from our new Refugee Toolkit. Partners (community centres, schools, local and provincial government agencies) using this resource have reinforced the important role that play (grounded in a human rights-based approach) can make in countering disconnect and social isolation that refugee children (and families) experience. We know that many refugee children come from situations where they have experienced trauma, violence, and abuse of their rights, and understanding that they have rights and how they are protected in Canada can be important in ensuring they feel safe and supported to participate in their communities. Likewise, integrating play activities focused on creating welcoming and inclusive environments with all children, using a human rights-based approach, is critical to preparing communities to accept and integrate refugees and children who have come from crisis situations more broadly.

Giving them a head start: Important skills that young children can develop through play that increases their resilience

Queenie Tan (Hong Kong)

Research into the area of resilience has received a great deal of attention in the last decade, in a desperate attempt to identify factors that contribute to a person's ability to adapt and adjust to life challenges. With such research findings, the hope is that we can help our children develop in a way that they can learn to be resilient. The truth is that as we move toward a high-tech world environment, our children are caught up and exposed to the fast pace of technology that is carried over to being hurried from one activity to another. They are spending longer hours at day care and their time spent outdoors playing is being significantly reduced. As result, children are exposed to high risk of childhood anxiety which tends to significantly affect their ability to develop skills that are essential for becoming resilient children and adults.

This is a hands-on workshop where participants will have the opportunity to work in groups to engage in play activities, group discussions and brain-storming sessions. During this session, participants will learn about the 3 important skills that children need in order to develop skills to be resilient. We will also be discussion about how, through play, children can learn skills of resilience, why a lack of play significantly exposes children to childhood anxiety and how play helps young children deal with trauma so that they can grow up to be happy, resilient and well-adjusted adults.

6B – Are children getting the opportunities to realise their right to play?

Jacqueline O'Loughlin & Alan Herron (UK)

In recent years the importance of the child's right to play has become increasingly recognised as being integral to the acquisition and development of skills as well as promoting enhanced health, well-being and resourcefulness (O'Loughlin, 2014). However, being able to play is dependent on children having time, space and licence to play, which in turn is dependent on a range of social, cultural, economic and political factors (Lester and Russell, 2010). Given the lack of data on how children experience their right to play, PlayBoard sought to design a play measure and ascertain the extent to which children felt they had opportunities to play in school and outside of their school.

Questions for the measure were developed with two children's research advisory groups, consisting of children and young people aged 10-14 years. Secondly, 2,420 P7 school children in Northern Ireland took part in the online questionnaire which explored their perceptions of their play opportunities, through the Kids Life and Times Survey (KLT). Reliability and validity were analysed for the measure. The survey suggests that the majority of children who responded felt positive that they have opportunities to play in their schools and communities or homes. However in terms of play within school, almost a quarter of children felt they did not have a good choice of things to play with in their school playground. Whilst over a fifth felt they did not have enough time to play during the school day. In contrast, children reported being able to play more freely with friends in school compared with being able to play with friends when in their communities. Children also report feeling safer when playing in school (89%), compared with feeling safe when playing in their communities or homes (73%).

Input will provide insights into the development of the action research process and results from the survey. Results from this study offer an insight into children's understanding of 'play' opportunities at school and within communities. Given that Article 31 rights are so critical, this measure provides a useful mechanism to evaluate and monitor children's rights in the future.

Advocating for children's right to play and resuming childhood in Vietnam: Project sharing

Pui Yi Ada Wong (Hong Kong) & Phan Thi Tuyet Mau (Vietnam)

The presentation will share a project being carried out in Vietnam that has brought back play to children. In Vietnam, children do not have the basic right to play as a child. Many children are lacking formal education and haven't got play time because lots of children have to earn a livelihood since the age of 3-5 years. Education is academic driven, focusing on academic achievement instead of all round development. The importance of play to children's development is usually neglected.

The project aims to change the mindset of educators through training programmes such that they will recognize children's right to play and they will be motivated to implement playwork practice. In order to promote children's right to play to influential people in Vietnam and Cambodia, "Celebrating Children's Right to Play" play day has been organised as a demonstration to influential people from Vietnam and Cambodia. If they adopt the concept, they will allocate resources to develop the same practice in their own community and the scope of influence will be extended.

Training with demonstration approach has been adopted which has found to be an effective approach. Mindset change is essential for sustainable change. Play day demonstrations will help to visualize the impact which will help to extend the scope of influence. The same approach can be carried over to other developing countries as well. Positive impacts have been brought to children, educators and policy makers. Educators have recognized children's right to play which is fundamental, not optional. They have started to plan play provisions in their own communities and schools. There has been a general reduction of school dropout rates as well as children have found school a more fun place to stay compared to the street.

Article 31: 'Hey, I'm bilingual - can I use my home language when playing?'

Nola Harvey (New Zealand)

The International Play Association (IPA) concerned by the growing evidence of the effects of lack of time and space for play and the serious and life-long effects on children's bodies and minds presented a Declaration on the Importance of Play

to remind all States of the rights of all children and young people to time, freedom and space to play in their own way; children as 'players' and as members of families and communities.

In Aotearoa New Zealand, changing demographics represented in the Annual ECE Census Summary Report 2014, indicate that approximately one in two children record an ethnicity that is not European/pakeha along with one in three of the teaching staff (Ministry of Education, 2014). Auckland city is now identified as a super-diversity (Royal Society of New Zealand 2012). Despite two decades of opportunities to implement UNCRC, there is little recognition of the diverse languages and cultures of young children in policy and practices in education; families are increasingly driven by educational achievements in English, with some acceptance of te reo Māori. The State goal for 98% of four year olds to be enrolled in ECE services (Better Public Services, 2013), along with the state agreement to pilot an OECD Early Years Assessment (Moss et al. 2016) appear to neglect Article 31, and the right for children to play, and to cultural and artistic expression in home languages as a member of family and community.

Drawing upon recent research with bilingual teachers, families and children in ECE services in Aotearoa New Zealand, I will provide evidence of strong and powerful narratives of children as they secure their identities and languages through play alongside bilingual teachers and family and whanau. The narratives illustrate the current international research position (Cummins, 2009; Harvey, 2014; Podmore et al, 2016; Thomas, 2012;), that confirms the significant cognitive, linguistic and cultural benefits for children, and families and communities who make time to play together in home languages.

6C – Making the right to play of children with disabilities a reality: the COST Action LUDI

Serenella Besio (Italy), Pedra Encarnação (Portugal)

LUDI- Play for Children with Disabilities is a European network (2014-2018) financed by the EU within the COST framework, which includes 32 countries and more than 100 researchers coming from different disciplines. LUDI aims at establishing "play for children with disabilities" as a new research and intervention field, so that the universal right to play can become a reality also for these children. They are in fact prevented from play in most cases due to their impairments, to inaccessible environments and objects, to social poorness of inclusive experiences, and also to the prevailing medical/repairing culture in their daily life. In this way, they have not only a primary deprivation from play, but also a secondary one, due to the effects of lacking unavoidable experiences in childhood.

The Action LUDI is then addressed to explore the various areas of study and intervention that must be investigated to reach this final result. The World Health Organisation bio-psycho-social model of human functioning (ICF, 2001-2006) was consequently adopted as a general framework to single out all the aspects related to play, as well as their relationships. They are:

- * An accurate functional description of body functioning in case of different types of impairments, with respect to play activities
- * An exhaustive classification of the types of play, to serve for functional analysis, for planning and making playful activities, for developing on-purpose new toys and new technologies (assistive, robotics, ...)
- * Repertoires of existing instruments and methodologies to evaluate playfulness of activities, childrens' play abilities, as well as toys' and technologies' accessibility
- * Knowledge of the paradigms on raising kids, especially with some impairments, with specific reference to the relationships with the physical environment, the role of peers and of adults

Play of and for children with disabilities should develop and become free from barriers, so that children can take advantage from it and have funny leisure time with their peers in inclusive contexts. To reach this result, a huge work on the scientific, technical, cultural sides is still to be done. LUDI is paving the way in this direction.

Better playgrounds: Advocating inclusive play environments for all children in Hong Kong

Chris Yuen, Kathy Wong & Florence Chiu (Hong Kong)

All children have equal right to play, a mandate encompassed in the UNCRC and UNCRPD. Creating space for play is critical to ensure children have sufficient everyday opportunities to play throughout their childhood. However, the results of the qualitative research (2012-13) and the quantitative research (2013) indicated the necessity to put more effort into the design of public playground with diversified play experience for children with different abilities. More and better playgrounds is needed in HK!

To drive a sustainable impact, we initiated a movement for Better Playgrounds through the Playright UNICEF Inclusive Play Project in 2012 and UNICEF Playgrounds for All Project in 2014. Besides research studies, the projects included Playgrounds for All Training Program by MIG, Family Inclusive Playday, Inclusive Play Space Design Ideas Competition & Exhibition, Video Production and publishing an Inclusive Play Space Guide. This movement has enabled partnership among NGOs, professional bodies and relevant government departments. It has widened the concept of equal opportunities in playground development by understanding the needs of playground users. It has advanced the playground design from safety and accessibility to diversity, enriching the play experiences for all. A more receptive culture is growing.

Besides, children are the primary stakeholders on playground issues. They always have their own ideas on what they want to play and how their play space should be. We have thus initiated the Junior Playground Commissioner Incubation Program @ Tuen Mun. We engage children in the community to participate, and to demonstrate the value of consulting children. The project has started in October 2016 and will continue in parallel with the construction of pilot Inclusive Play Space at Tuen Mun Park. We have witnessed the impact of advocacy efforts. Firstly, the government had made reference to the winning designs of the Competition and started to build the pilot Inclusive Play Space at Tuen Mun Park, to be completed by end of 2017. Secondly, the government had launched a design study to develop the implementation guidelines to enhance the attractiveness of play spaces, without compromising safety, management and maintenance efficiency. A milestone on the way to better playground!

Play Midlothian's Play For All project

Susan McIntyre & Stacey Marko (Scotland)

The ultimate goals of Play for All are to:

- Increase the participation of disabled children in local play provision
- Improve the quality of local play provision to ensure it is providing genuinely inclusive play (meaning something more than children just being in the same place together)

The current phase is research and development focused. This includes consultation with disabled children and their parents/carers on barriers to play experienced by disabled children and ways in which provision could be improved to better meet needs. The consultation focuses on identifying specific problems and solutions we can take action on and looks at public outdoor play spaces as well as staffed provision.

The project also involves identifying 'low-key, everyday actions' that support inclusive play, though joint working with other children's services including after-school-clubs and playgroups. Children, parents and colleagues are all contributing their views. The presentation will share the findings of this work, including ideas that might be transferrable to other contexts.

Play Midlothian will be publishing findings from its Play for All project in February 2017.

6D – Joyful learning happens with loose parts

Linda O'Donoghue (Canada)

Children deserve play environments that offer them the ability to explore, create, develop theories, take risks, experiment and learn joyfully. In Beverly Dietze and Diane Kashin's (2016) book, "Empowering Pedagogy for Early Childhood Education" the authors share their perspective of rich environments,

These environments don't just offer children similar experiences and materials on a daily basis; instead, they are places that intrigue children with unique materials and resources that foster wonderment and curiosity. (p. 203)

Educators within these environments require skill and knowledge about play. To create environments that invite exploration and discovery, an understanding and respect for play is essential.

The children and educator(s) co-create these environments through an ongoing dialogue of play which requires the educator to listen to children's theories. Carlina Rinaldi comments on the importance of listening,

For us, these meanings, these explanatory theories, are extremely important and powerful in revealing the ways in which children think, question and interpret reality and their own relationships with reality and with us. Herein lies the genesis of the 'pedagogy of relationships and listening' one of the metaphors that distinguishes the pedagogy of Reggio Emilia. (2006, In Dialogue with Reggio Emilia, Listening, researching and learning, p. 64)

To provoke children's thinking, the materials offered, such as loose parts, require a thoughtful and intentional approach. Lisa Daly and Miriam Beloglovsky's (2015), book, "Loose Parts, Inspiring Play in Young Children", explain, "These objects invite conversations and interactions, and they encourage collaboration and cooperation...loose parts promote social competence because they support creativity and innovation" (p. 3).

In this highly interactive presentation, participants will be invited to explore loose parts and other open ended materials that allow for meaningful play experiences. The participants will hear and see evidence of how children's learning is enhanced when they are provided opportunities to play based on their interests and ideas. Documentation will be examined and analyzed to exemplify the importance of play and how materials within a rich environment deepen learning experiences for the children and educators.

6E – 'Not for the faint of heart': Life size loose parts with children 3-6 years

Lisa Menzies, Wendy Yuen & Sayward Wilkinson-Blanc (Canada)

This interactive hands-on outdoor workshop will offer up opportunities for educators to see the possibilities of large-scale loose parts play and to personally experience some of what young children undergo to bring their big ideas to large scale life.

The theory and value of loose parts is well-established in educational and early childcare realms but it is mostly seen inside the classrooms with man-made materials used to express ideas and model-sized creations. What happens when young children are given the physical space, time and real world materials to build on a large scale and bring their creations and ideas to life size? With large-scale materials comes inherent risk. How can we as educators and as a society, create spaces of "trust" where preschool and

Kindergarten-aged children are encouraged and supported to engage with materials that are larger and heavier than the children themselves.

Questions that will be considered are many - What can large-scale loose parts offer children, not only in terms of their physicality and spatial awareness, but also in term of imaginary play, social play, group work, literacies and mathematics. How does this impact their ability to theorize and to test hypotheses? How can large-scale loose parts be utilized to express curriculum knowledge? What does taking loose parts outdoors offer us in the ability to revisit project work? How does weather and seasons impact a structure of parts and how it can be used in different ways?

Through a series of play provocations and interactive creative building sessions, participants will consider the benefits of large-scale loose parts play, learn about ways to set up play provocations for children inspired by children's ideas and questions, design outdoor spaces for and consider the diversity and quantity of large-scale loose parts both found and natural.

6F – Challenging perceptions of risk and making the case for embracing risk-taking

Bambi Yost & Daniel Jost (US)

In this presentation authors will highlight historical playground design and play equipment inventions; key events leading to today's current United States Play Equipment Standards; recent findings showcasing the benefits of challenging, and risky play; weaknesses in current safety guidelines; and flaws in injury documentation in an effort to make the case for revised play equipment and playground guidelines which encourage safe, risk-taking opportunities for youth. Authors will share results from a comprehensive literature review, conversations with play equipment vendors and playground designers, and statistical analysis of injury data.

This research is particularly significant given the United States reputation as a global leader in safe play equipment design and play environments. And yet, our own standards were first created with guidelines for supervision and monitored play. Over time, our standards have become increasingly universal ignoring individual developmental stages of youth, variations in types of playscapes (public park vs public school vs adventure play etc). More and more countries are striving to use American play standards and yet our standards. How these universal play standards are being assimilated is problematic because it results in cookie-cutter, one-size fits all, dummifying down of play environments across the globe.

Authors specify key areas of additional research needed to promote holistic design policies which embrace benefits of risk; enhance current injury data to include multiple environmental and behavioral variables; and to empower both play equipment manufacturers and groups of concerned citizens wishing to promote beneficial risky play opportunities.

The complexities of living risky play in early childhood

Melanie Walters (Canada)

I have been an Early Childhood Educator for 20 years, 19 of which have been intriguingly lived learning alongside children, families and colleagues at UBC Child Care Services. For the past 8 years I have been leading a mixed-age pilot project group of children, aged 16 months to 5 ½ years. My passions include advocating for children's rights to play and explore, specifically related to material encounters and nature-based risky play experiences. My inspiration

comes from living my daily life with the children at the daycare centre, as well as my recent education at Capilano University where I received a BA (Hons) in ECCE.

I will take participants through an inquiry project with the children, families and colleagues at my centre, specifically related to safety and danger in the children's nature-based play experiences. Many children inherently seek opportunities for exciting and thrilling physical play opportunities, thus early childhood settings offer potential for children to fully explore their surroundings and natural landscapes. Educator attunement to individual children's desires and abilities in preferred play choices is paramount. This inquiry focused on the complexities involved in adults affording children's risky play freedom through a description of lived experience. During this lived experience I found that risky play often creates feelings of responsibility within educators for potential injury, although it is undeniably an essential part of learning. Some key questions considered were: How does risky play interconnect with responsibility? What are the possibilities of living in-between safety and danger? How does thoughtful pedagogy create a dialogue for risky play? Through the observations, provocations and in-depth discussion with young children, parents, and educators, the importance of children's play freedom has been illuminated.

Following comments related to the inquiry project, I will engage participants in small group work and discussions. Questions I plan to pose will delve into the nature, language, and complexities of risky play, as well as ways in which to collaborate with colleagues, parents and administrative authorities on this very fundamental aspect of children's experiences in learning through play freedom.

6G – Rising of the North American Adventure Play Association

Rusty Keeler, Joan Almon, Reilly Wilson, Morgan Leichter-Saxby (US) & Deb Doncaster (Canada)

There is an exciting new playwork and adventure playground movement happening in North America today. All across the continent there are great play projects happening — from one-day “pop-up” adventure playgrounds, playworker trainings, playworkers in schools and museums, and most dramatically full-blown adventure playgrounds filled with loose parts, risky play, trained playworkers and kids freely choosing their play directions. Tapping into a cultural awareness looking to bring more freedom and healthy risks to the lives of children this movement was sparked by a small group of spirited individuals and organizations that kicked off their play projects with a “can-do” attitude, community support, and deep alignment with playwork principles. Many successful projects cropped up quickly to start the North American adventure playground “renaissance” — but what's even more exciting is the banding together of these groups as the North American Adventure Play Association (NAAPA) to support each other and collectively help push the understanding, awareness, and practice to all parts of North America.

This panel discussion is about the work, movement, and practice of folks of NAAPA and a glimpse into the exciting world of the new adventure play and playwork movement internationally. Together we'll introduce a number of successful new adventure playground projects including the Anarchy Zone of Ithaca, NY, Play:Ground in NYC, Twin Cities Adventure Play in Minneapolis-St Paul, and learn about developments in Toronto bringing pop-up adventure play to parks and working to kick off Canada's first new adventure playground. We'll discuss the state of playwork in North America and see where it is heading as a profession and an academic pursuit. And we'll hear from The Alliance for Childhood who has just published their new book *Playing it up: with loose parts, scrap pods, and adventure playgrounds*.

6H – Parents and play

Ruth Matthews (UK)

Goals of the study are:

- Play importance
- Playworkers role
- Play impact
- Play articles

This could hold great benefits for the play community. By encouraging playworkers to spend more time with parents they can pass on their knowledge and help parents address concerns regarding play. These concerns could range anywhere from 'I have no imagination' to 'that type of play is too risky for me'. Parents can see the importance of play and of a playworker. These can help a parent to relax and feel more confident in play, with the support of a professional beside them they may find that risky play or play without toys becomes easier for them.

Some of the more important topics being addressed with this study would be the understanding of play/playworkers role for parents. It would also address the importance of risky play and how with the right tools it doesn't have to be something to be afraid of. It would also highlight the importance of article 12 and 31; the need to play and the right to be heard is important for a child

The study would be approached 'play classes'. Parents and children are welcome to attend the class together; within these classes everyone is encouraged to explore new play types. It is not a lecture; it is interactive; and led by the children. The playworkers will provide certain play types such as loose parts, risky play, etc. then children are encouraged to lead their parents in play. Normally playworkers will take a step back; in these sessions playworkers would be encouraged to answer parent's questions and offer ideas and suggestions to them as they need it. The idea here is to give parents the confidence and support they need. In conclusion the hope for this study is to make strong connections between parents, playworkers, parents and children. I hope it would also let parents explore play and remember what it was like to be a child too; and furthermore to have more understanding of what a playworker does and how it differs to the usual childcare worker.

Encouraging playful parenting through TotsPlay Programme in KinderKaizen

Siti Sarah Samsuri & Putri Afzan Maria Zulkifli (Malaysia)

In this study we used TotsPlay Programme to encourage playful parenting in KinderKaizen—a playbased learning environment and curriculum. While in the programme, parents get to learn more about children's play and at the same time enhance their own play skill through practice with the PlayLeaders. This programme has since helped build a community for the parents and family involved.

The TotsPlay programme is a once-a-week (Saturdays) programme in KinderKaizen. The programme is designed for children 15 to 48 months with parents' involvement (compulsory). There are five activities for each session including Sensory Play, Dad & Me Time, Mom & Me Time, Messy Play, and Boogie Time. Parents get to learn play skills hands on and PlayLeaders get to advocate Play to all parents. Parents realized their involvement in their children's play is very important to encourage positive childhood experience. A lot of the parents who came appreciate their time with their children during TotsPlay Programme. Some parents come to the programme for consultation on how and what to play with their children.

Encouraging playful parenting is not something new in Malaysia. However, many young parents nowadays are found clueless in handling their children and playtime. Hence, TotsPlay Programme is design to encourage children's play, also to help parents learn play skills and advocate the power of play to Malaysian parents. It is evident through observation over a period of six months to a year and interviews that TotsPlay Programme encouraged parents'

involvement in children's play, encouraged parents to allow children to explore different types of play, and also created a strong like-minded community of parents.

Uncovering the treasure under the swing

Yaara Bashan Haham (Israel)

When we consider whether to give our child an apple or a piece of cake, we do not base our decision on the color, the size, or the taste of these foods, but on our knowledge about them: knowledge of vitamins, calories, dietary fibers etc. This knowledge allows us to understand the significance of these foods for our child's physical development, and to choose a well-balanced, nourishing diet for them.

Today, when every house full of electronic temptations that cause children to sit around for hours with very little or no physical activity at all, an excursion to the playground is an essential activity. The same way that we understand the importance of nutritional value, we, as responsible adults, need to deeply understand the value of playground time, so that we can provide our children with the optimal recreational environment that fulfills their most important needs.

When writing the parents' guidebook "The Treasure under the Swing", my goal was to provide parents with unique knowledge, to make them understand the value of playing at the playground and the unique resources it offers, and to show them how to get the most out of the playtime experience by changing their perspective. Despite extensive searches, I have not found yet any similar guidebook that deals with playgrounds.

In this talk, I will reveal some of the knowledge found in the book and show how to make a change in parents' perspective, so they can enrich their kids' playtime in unconventional ways. I will also address questions as: What life skills do children develop by playing at the playground? How will they make use of these skills in the future? What is a well-balanced, nutritious "children's diet" that would provide the "nutritional values" they need at the playground? And how can we be significant parents at the playground? I believe that by uncovering the treasure under the swing, becoming familiar with the playground's "nutritional value", and changing the way we perceive it, we can revolutionize our perceptions of playgrounds, cause children to play more, and improve their physical and mental health.

6I – Impact of the Canadian Position Statement on active outdoor play

Casey Gray, Shawna Babcock & Mark Tremblay (Canada)

The Position Statement on Active Outdoor Play was released in June 2015 as a concise, public-facing, consolidation of research that provides evidence related to- and recommendations for supporting active outdoor play for children aged 3-12 years. The Position Statement was informed by two published systematic reviews and developed by a diverse multi-sector consensus group with the aim of facilitating a re-calibration of attitudes, practices, policies, and normative behaviours related to active outdoor and risky play, injury prevention, and safety concerns. The purpose of this presentation is to summarize progress toward the aim of the Position Statement. Specifically, we sought to determine, who is using the Position Statement and how are they using it? Data were collected using two approaches. First, we consolidated unsolicited feedback received by members of the consensus group. Second, we distributed an online questionnaire via a snowball sampling procedure to gather qualitative feedback on use of the Position Statement among those familiar with it. Responses were synthesized and are presented by level of influence (e.g., individual, family, community, school). Results indicate that the Position Statement has had a direct, observable influence on attitudes, practices, policies and normative behaviours related to Active Outdoor Play. Salient examples include use in the legal setting (e.g., the Position Statement was submitted as "social fact" evidence by the defense to a judge of the Supreme Court of British Columbia, who determined that children's outdoor activities involving running,

jumping, climbing, tagging, etc. are not inherently dangerous), the charitable sector (e.g., in 2015 the Lawson Foundation launched an Outdoor Play Strategy and committed \$2.7 million through 2018 to increase children's opportunities for self-directed play), and in education (e.g., a school Principal in rural Eastern Ontario is implementing key recommendations from the Position Statement in her school with input and leadership from the student body). Practical implications for the play community will be discussed and suggestions to further promote, implement, and activate the recommendations in the Position Statement provided.

Enabling outdoor play: Lessons learned to date from the Lawson Foundation's Outdoor Play Strategy

Christine Alden & Heather Smith Fowler (Canada)

The Lawson Foundation Outdoor Play Strategy (OPS) seeks to help us better understand how to increase children's opportunities for outdoor play in all settings – at home, in school, in child care, the community and nature. The OPS, which is underway from 2015 – 2018 and has invested more than \$3 million in outdoor play, currently includes 14 diverse Canadian outdoor play projects across a variety of sectors including parks & recreation, early childhood education, injury prevention, environment, public health, education, and connecting children to nature. Collectively the projects are producing tools, resources and training to build practitioner and decision maker capacity to support outdoor play, testing delivery models for community implementation, and using research and evaluation to measure the effectiveness of various approaches. The OPS uses a cohort approach to connect the projects to one another virtually and convene in person periodically to network, share and learn together. A third party developmental evaluation by the Social Research and Demonstration Corporation (SRDC) is also underway, measuring the effectiveness of the Strategy and capturing the collective learning.

This session will be particularly valuable to those who are engaged in community initiatives to stimulate and support outdoor play and want to benefit from some of those who are pioneering this work in Canada. Participants in this session will learn about:

- the design of the OPS and the Lawson Foundation's theory of change to increase opportunities for outdoor play in Canada;
- the broad array of approaches, tools and resources being developed through the 14 funded projects;
- what has been learned to date about 'active ingredients' to create enabling environments for outdoor play;
- how to build communities of practice to support outdoor play; and,
- progress to date on building an outdoor play agenda in Canada.

An evaluation of the ParticipACTION "Make Room for Play" campaign

Carly Priebe, Amy Latimer-Cheung, Tanya Berry, Norman O'Reilly, Ryan Rhodes, John Spence, Mark Tremblay & Guy Faulkner (Canada)

Active free play provides one source of physical activity for children. In the context of rising screen time, only a third of Canadian children and youth are playing outdoors for several hours per day. To raise awareness of this connection, ParticipACTION, a national not-for-profit organization, created the "Make Room for Play" campaign targeting moms of young children with television advertisements depicting how screen time takes away from time for active play. The specific advertisements featured children engaging in active play (e.g., jump rope, playground play) while a black screen progressively sequesters the room for the children to play. Finally, the words "Screen time is taking away play time" appear. The purpose of the current study was to evaluate the campaign using the hierarchy of effects model, a framework for conceptualizing the impact of mass media campaigns. It was hypothesized that, among those recalling the ads, moms would report higher values for proximal than distal outcomes compared to the

general population. Data were drawn from "Make Room for Play" campaign evaluations conducted among the Canadian population (n=767) and moms with children aged 5-11 years (n=809). While similar proportions of moms and the general population sample recalled the ads (45% vs. 50%) and expressed concern after viewing the ads (36% vs. 35%), the moms felt more motivated (41%) compared to the general population (27%). Only a small portion of the general public sample reported acting as a result of seeing the ads (32%), while 70% of the target group of moms reported taking action in at least one way (e.g., plan when kids could be active, enforce screen time rules). Specifically, 31% of moms reported making an effort to engage in active play with their children and 27% reported trying to create opportunities for children to engage in active play. In summary, there was evidence that the "Make Room for Play" campaign was effectively tailored to the target population and prompted action among some mothers. Social marketing approaches may have an important role to play within broader interventions to increase active play among children.

6J – Building neighbourhood social cohesion through our children

Morgan Yates, Mariana Brussoni & Louise Masse (Canada)

Social cohesion, shared values based on a sense of hope, trust, and reciprocity among individuals, has been linked to many positive health benefits for all age groups and may decrease parental concerns regarding neighbourhood safety. This is vital to promoting outdoor play, as negative parental perception of safety is one of the primary reasons parents limit children's outdoor play. Though the positive nature of social cohesion has been recognized, policy makers and researcher alike have little idea how to create or deepen social cohesion. Therefore, increasing understanding of factors which influence social cohesion is useful for policy makers, practitioners and researchers in the play community.

The goals of this study are to better understand the factors that promote neighbourhood social cohesion and to understand the role of children in social cohesion. This includes how children see social cohesion and what children themselves do to promote it, as well as, how having children brings parents and neighbours together. This research is part of a larger mixed methods study investigating the playability of the built environment. Mothers and fathers of children aged 10-13 living in three different communities in Metro Vancouver participated in a qualitative interview where social cohesion was discussed. Thematic analysis qualitative methods will be used.

To date, data were collected from 31 parents (representing 23 families) living in Metro Vancouver, from our final sample of 90 families. Parent included 21 mothers and 10 fathers with a mean age of 44. This research is anticipated to provide a deeper understanding of social cohesion in the Canadian context and a better understanding of factors which improve social cohesion. It is expected that children do facilitate social cohesion and it is hoped that the ways in which they seem to do this can be used to enhance social cohesion in other neighbourhoods. It is also anticipated that the role children play in social cohesion may depend on the type of neighbourhood they live in.

Neighborhood play: Practice and results (*Double Presentation*)

Mike Lanza (US)

Neighborhoods are uniquely suited to be the settings of unstructured play. This session will show attendees the model from the book, *Playborhood*, for how parents can facilitate unstructured play in their neighborhoods. Topics include: 1) Finding a Potential Playborhood, 2) Make a Neighborhood Hangout, 3) Keep Kids Lives Simple, 4) Make a Village, 5) Encourage Self-Reliance, and 6) Let Them Roam With Roaming Phones.

Then, presenter Mike Lanza will present the results of his efforts to create a Playborhood in his own neighborhood in Menlo Park, California. He started this effort back in 2008 and published the book in 2012, so he will be able to discuss nine years of results.

6K – Reflections on the intersection of practice and research on play in preschool settings: Partner and researcher perspectives

Jane Hewes, Doreen Paradis, Erin Gallagher & Candace Nykiforuk (Canada)

The University of Alberta, MacEwan University, and Strathcona County's Recreation, Parks, and Culture (RPC) department partnered to evaluate the health impacts of community investment in play-based learning. Despite the known health and development benefits of free play, research has shown a significant decrease of free play time over the past 50 years due to urbanization, changes in family dynamics, societal preoccupations with safety, and increased technology use. Play spaces in both educational and recreational settings have become increasingly structured, organized, and institutionalized, prioritizing adult agendas over children's purposes in free play.

Interventions targeting informal education settings such as public preschool recreation programs can create opportunities for children to engage in dynamic play experiences and increase children's exposure to positive determinants for lifelong health and development. The Love to Play (LTP) recreation preschool program and space was designed by Strathcona RPC to provide a rich sensory environment to encourage free play.

LTP was studied over a 9-month period utilizing a four-part mixed-methods approach. LTP was compared with two recreational preschools offering similar programs, but without the unique room design of the case site. Part 1 involved pre-post interviews with instructors and parents of children at each site. In Part 2, preschool spaces were evaluated through a systematic spatial audit. Part 3 involved monthly video observations of children's play behaviours in the preschools. In Part 4, children participated in photography, drawing, and book making, as well as informal conversation in one-on-one interviews and group discussion using the Mosaic approach to learn more about children's experiences during free play time.

This presentation will bring together project researchers and decision-makers to discuss the complexities of this community-university partnership for a better understanding of how play is embedded in the policies and practices of public preschool recreations programs. Our panel discussion will critique our research approaches and share lessons and pitfalls in each of the four parts of the project. We will explain how the four parts together and the comparison between sites offer a holistic lens on play and help reveal the influence of preschool's physical and social environments on children's play behaviours.

6L – The importance of play: Play training for adults

Pierre Harrison (Canada)

It is well established through research and practice that play is essential to a child's physical health and emotional well being. Unfortunately, there are many obstacles to children's self-directed play. According to an International Play Association global consultation on the status of play, the number one obstacle was a lack of understanding by adults of the importance of play in the healthy development of children.

In order to support, advocate for and provide for the child's right to play, adults need to understand that play is a developmental necessity for children. During this playshop, the presenter will share the work he has been doing for over a decade as a play training provider:

1. On the education front: Play training for teachers and educators is crucial if they are going to be successful in co-creating the learning environment with their students in order to support the developmental play needs of the child. The author will present the work he has done with the Ontario Ministry of Education, various school boards and schools across the province of Ontario as well as early learning organisations and will share strategies for advocating for and delivering play training for educators.

2. On the parent/caregiver front: Play training for parents and caregivers is an invaluable tool in helping them understand the value of self-directed play for the healthy development of their children. The presenter will share the successful strategies for engaging parents and caregivers through specially designed family PlayDays.

3. On other fronts where work impacts children: Play training is essential for a wide range of adults whose work across different sectors impacts directly or indirectly children's play. The author has provided workshops in different parts of the country for recreation leaders, health care service providers and municipal officials and staff working in various departments and will share the lessons learned in advocating for play.

PlayShop participants will gain a deeper appreciation of play advocacy. They will also have an opportunity to play with a large variety of loose parts and tools thereby acquiring insights on how to prepare their own play training for adults.

7A – Unleashing the power of play to spark change

Panel: Laura Arndt, Edwin Martinez, Andy Lee, Samantha Crowe, Ray Hookimaw & Stephane Friday (Canada); Dr. Peter Gray (US); Christian Whalen (Canada) & additional guest panelists

Moderator: Robyn Munro Miller (Australia)

7B – Access to play in crisis in the case of the Great East Japan Earthquake

Isami Kinoshita, Kumi Tashiro, Mari Yoshinaga, Mitsunari Terada & Hitoshi Shimamura (Japan)

This presentation will focus on the role of play after the disaster for child development and introduce some useful approach to create some playable environment for children at the different evacuation stages after the disaster. The Great East Japan Earthquake of March 11, 2011 damaged a wide area of the land in northern part of Japan, together with the subsequent tsunami and nuclear power station accident. Children who experienced these terrible disasters and the post-disaster situation have suffered in mental, physical and social ways for their development. We could learn from several earthquake disasters after Kobe earthquake happened in 1995 that children's play is an activity that they undertake naturally and which can help them recover from such disasters. PTSD (Post-Traumatic Stress Disorder) has been gradually discussed after the Kobe earthquake and also the children's play "earthquake play" was reported by the play workers as if they were restructuring their shocking experience of the disaster through their play.

This presentation addresses the role of play, adventure playgrounds and other play interventions, including mobile play, for their healthy development which addresses mental, physical and social issues of children after the disasters, learning from the experiences after the Great East Japan Earthquake.

These interventions were shown to be effective because children could express their stress. This included play for their mental health, different body movements for their physical health and communication with playworkers and new friends for restructuring their social health. These three aspects relate to and support each other within the health triangle. An increase in childhood obesity and lack of exercise is an additional health issue in Fukushima. For a balanced recovery within the health triangle, more play environments should be provided and some improved. A child's right to play should be implemented in the recovery stage after a disaster.

Play-Oriented Psychological Debriefing Through Instruction: Management of Crisis Situations

Leonor Diaz (Philippines)

To manage the impact of crisis situations in the development of young children, immediate assistance is necessary wherever possible. In times of national disasters or catastrophies of a great magnitude, young children are not spared and the consequences of these may leave pain or trauma that may take a lifetime to heal.

This paper presents how play was used as an avenue for psychological debriefing through instruction (PDI) which was offered to children who experienced the devastating effects of a series of natural disasters. Undergraduate and graduate students took part in these projects. The processes undertaken included creation of developmentally appropriate activities for young children that focused on interactive story sharing and play and actual implementation of these learning opportunities to children-at-risk. The venues were public school settings in the National Capital Region and Iligan, Mindanao and the participants were five to eight-year old children. Planning of content and delivery of the psychological debriefing through instruction took into account knowledge of developmentally appropriate practice from story selection and thematic play-oriented activities. One episode of spontaneous play was evident when interactive story sharing was done and the children dramatized the lines from the story. Facilitator-guided activity centered on guessing typhoon-related games while structured facilitator-directed play consisted of

relays that revolved on a theme that relates to the children's experiences. The objective of all the play activities was to create new and positive associations with the children's typhoon experiences.

Strengths of the PDI included the appeal and enthusiasm it generated from the children due to the inclusion of songs, puppets, play, and games in its development and delivery. Challenges focused on the cultural and social context of the children most especially their mother tongue, which is different from those of the visiting facilitators. It is important to note that these endeavors captured how different factors and forces were critical in planning for a PDI with play at its core. It is recommended that PDI for young children be designed such that it mirrors the way they approach life which is through play.

Why do we need adventure playgrounds in Japanese Rural Area? Revitalization project of Ishikawa Town, Fukushima

Mitsunari Terada, Isami Kinoshita (Japan) & Mariia Ermilova (Russia)

Japan is facing rapid depopulation and following shrinkage of rural cities. Shocked by catastrophe of March 2011, Fukushima Prefecture was faced with an additional outflow of population due to the threat of radioactive contamination. Ishikawa town was one of the lucky places, which was bypassed by radioactive precipitation. This town trying to overcome the challenges of the time and increase the number of young generation by creating outstanding child rearing environment.

By the discussion with town office, it was decided to make an adventure playground in a vacant primary schoolyard, which will contribute to creation of an inner connection between children and place, as well as help to involve local people in the community design process.

The project consists of 5 parts.

- 1) Fact-finding investigation: Massive investigation using the school administration system. 1000 responses of the family members of 3 generations was collected. This data will be analyzed by authors. Several interviews were taken from key stakeholders, include local children.
- 2) Workshop: Several discussions with citizens are held to investigate their needs and feelings.
- 3) One-day play park events: Professional play workers come to the town to held the adventure playground. Active workshop involved young parents, their children and let them directly experience the joy of outdoor adventure play.
- 4) Finalization of the plan: As a result of discussions with citizens, the playground design was made. It supposed to be also used as an adventure playground, however, due to inability to solve management problems it still on the level of discussion.
- 5) Set the play equipment: Suitable equipment was built by company.

By now through investigation we could make several conclusions:

- 1) Even there're many nature spaces, children don't have experience to play there. They prefer portable games.
- 2) Many children don't have friends around their neighborhood.
- 3) The process of establishing an adventure playground as a citizen-based activity takes time.

This renovated playground "base" can be a place where children gather after school. Through making this playground adventure experience oriented we encourage their communication with nature.

7C – Children's right to play: What can adults do to promote and support play through Article 31

Margaret Westwood & Anne-Marie Mackin (UK)

In 2014 IPA Scotland secured funding to develop and deliver a training programme on Children's Right to Play which was delivered to 8 communities of interest. As a follow up to this work a booklet has been produced to enable support for Article 31 to be further developed across Scotland.

This session is based on this booklet with all participants receiving a copy. We will explore themes around Children's Right to Play through: a series of discussions based on the information and questions in the booklet; sharing good practice and ideas around how to promote and support Children's right to play; and investigating ways to further cascade the concepts we are exploring in our own communities. We will not be looking at ideas for play, but rather for those professionals engaged in providing play experiences from a wide range of disciplines to look at the underpinning principles of article 31, the right to play, and at how adults can uphold the rights enshrined therein.

The session will support participants to gain a richer understanding of article 31 through the Convention on the Rights of the Child (CRC) and at the UN General Comment No. 17 and at how they can be used. It will explore terminology and concepts such as Indivisibility and how we can link article 31 to other UNCRC articles; at general principles such as non discrimination, the best interests of the child and life survival and development; and at ideas around participation. We will explore the adult's responsibility to respect, protect and fulfill children's right to play, and come to a shared understanding of play. In conclusion we will look at some of the resources available to support the work and at how participants can take the work forward by setting our own 3 actions for play.

Playing for Life

Jonas Larsson (Sweden)

Abstract coming...

7D – Outdoor playspaces as sites of social inclusion: The challenges of play provision in Ireland

Helen Lynch & Alice Moore (Ireland)

All children have a right to play, rest and leisure under Article 31 of the UN Convention on the Rights of the Child (CRC) and under Article 2 of the CRC, children with disabilities are entitled to enjoy this right, like others, without discrimination. However, children with disabilities are frequently excluded from play, in particular from accessing and using outdoor playspaces, denying them their full enjoyment of their rights. Outdoor playspace is a term that has been used to encompass all outdoor areas where children play: including local parks, playgrounds, natural community places, school playgrounds and gardens. Since 2014, the researchers have begun to explore outdoor playspaces as sites for social inclusion for all children, including children with disabilities. Focusing on children's perspectives, examples of findings from varied ethically-approved research projects will be used to establish current issues in outdoor play provision in Ireland: including:

- a scoping review of research on built play environments,
- a review of children's connection to nature and the outdoors in Ireland
- children's' participation in designing their playspaces in school settings
- the development of an analysis of tools for determining inclusiveness in outdoor design.

Findings to date show that Irish children continue to value outdoor play in preference to sedentary forms of play, once they have access to nearby nature, safe places and friends to play with. For children with disability however, the focus for considering outdoor playspaces has been primarily on physical accessibility of public, built playground

environments (e.g. Webb, 2003). To date, no research has been carried out on the usability of these playspaces from the children's perspective. In addition, national planning and designing for play has tended to exclude nature and natural features. There is a need to develop a cohesive and integrated approach to outdoor play provision across policy and practice, among landscape architects, city and county councils, designers and health professionals who work with and for children. Through establishing this programme of research, it is hoped that the goal of addressing discrimination and social exclusion through consideration of the physical environment can be addressed.

Revitalized neighbourhood playgrounds and social gathering spaces as catalysts for youth resilience

Melanie Hood, Nicole Yantzi, Nastassia McNair & Kelsey Ettinger (Canada)

The role of public health in the promotion of outdoor spaces has traditionally served to increase physical activity, to minimize rates of childhood injuries and to promote play within a population as a means of reducing the burden of chronic diseases. This emphasis on the achievement of health related outcomes may have undermined the integral role of playground spaces in the development of youth resiliency. The purpose of this multi-phase research project was to examine the impact of a new accessible playground on the wellbeing of youth and families. It was hypothesized that the revitalized playground would support inclusion, provide new opportunities for families and promote community belonging. This presentation will focus on the perceptions of youth (9-19 years of age) and of community adults. Data were collected via playground intercept surveys and neighbourhood household questionnaires. Closed and open –ended questions led to a rich data source of both quantitative and qualitative data. The participants in our study were a representative sample of the percentage of Ontarians with a disability. There were a total of 199 participants in our study, including 29 youth and 170 adults. Amongst youth, the most frequently identified reason for attending the playground was to spend time outdoors. Additional reasons include being more independent, playing and spending time with friends. The findings align with many of the internal and external developmental strengths for youth resilience identified in Resiliency Initiatives' Youth Resiliency Framework. The youth discussed many developmental strengths related to their use of the space including positive peer influence and relationships, the development of self-efficacy and fostering adult relationships. Adults discussed new opportunities for getting to know youth and their expectations for youth behaviour. Overall, the play space was described as a community asset that is inclusive, safe, and welcoming. The accessibility of the playground was perceived as creating more equitable access to play, and for engagement in a variety of prosocial behaviours independent of physical activity. The findings support a broader role for public health promotion of inclusive outdoor recreation as a synergist of youth resiliency.

Are playgrounds a hindrance to play?

Maria Prellwitz (Sweden)

The aim of this study was to describe parents' perceptions about how playgrounds affect the participation of their children with disabilities in play activities. To take part in play in community settings is a way for children to acquire a sense of belonging and a community identity. Playgrounds are common physical environments in community settings for children and should be a place for children to form friendships with other children in the community. For children with disabilities this is not always the case. Environmental factors are the largest hindrances to participation for children with disabilities according to several studies. Playgrounds as a setting can restrict children with disabilities from playing. One way to create awareness of this problem in the community is to collect stories from parents of children with disabilities; therefore, interviews were conducted with 18 parents of children with different disabilities. Six of the parents interviewed had a child with an intellectual disability or autism, six of the parents interviewed had a child with multiple disabilities where the use of assistive device was necessary, and six of the parents interviewed had

a child with visual impairment. The results showed that playgrounds failed to support an appropriate children's occupation, namely play, for children with different disabilities, according to the parents. Playgrounds as a setting also failed to support the children's participation with peers. According to the parents, the playground made their children feel alienated, dependent, embarrassed, and different from other children, and ultimately led to that their children avoided visiting playgrounds.

The recommendations from the study are that playground design might benefit from using Universal designs principals. Also that children and adults should be more engaged in the design process, and providers and designers need more knowledge on how to build playgrounds for all children. In addition, those in the community who commission the building of playgrounds need to understand more about and demand better accessibility. This is not a problem that belongs to the children with disabilities or their parents this should be seen as a societal problem.

7E – Unleashing the Power of Playwork

Marc Armitage, Caroline Burston, Susan Vissenjoux, Justine Walsh & Nicole Burke (Australia)

The Panel will highlight the positive role of collaboration between Playwork professionals and those from other professions in developing informed play opportunities for the children they serve. The Panel will present examples of involvement with Playwork professionals in enhancing the understanding of the play process with early year's professionals in settings such as kindergartens and day centres; in providing more flexible play opportunities for children in primary schools at lunchtime and in recess periods; and developing cross-departmental policy in local and regional government.

The Panel will also highlight the role that the ethical framework for Playwork '*The Playwork Principles*' (PPSG 2005) and the UNCRC (in particular Articles 3, 12, 15, and 31; and General Comment #17) has in the context of multi-sector collaboration. The Panel will also propose that Playwork, as a profession with a history of taking its influence from a broad range of academic disciplines and practitioner approaches, is well placed to act as a focus for multi-sector developments.

This session will include the following 3 presentations, followed by a concluding discussion:

The Power of Playwork in an Early Years Education setting: raising an understanding of 'real' play

This paper which will explore how the presenters encounter with Playwork theory and practice enhanced their understanding of what children were attempting to do while playing in Early Childhood Education (ECE) settings and how that knowledge has influenced the professional development and mentoring support they offer to ECE professionals and what effect that has had on their clients. (Walsh/Burke).

The Power of Playwork in the Primary School: enhancing the lunchtime and recess experience

In this paper two senior teachers will discuss how they transformed their school grounds and teachers' understanding to provide students with inspirational play opportunities using a playwork approach, grounded in research and practical experience. They describe how their school now accepts that safe enough is good enough and that children are very capable of assessing their own risk. It will discuss how they worked within the system while challenging traditional practices and ideas which involved having to win over parents. (Vissenjoux/Bateson)

The Power of Playwork in Local Government: playwork as the glue that binds policy and involvement

In this paper the ability of 'play' to bring together the sometimes conflicting agendas of different local government departments and provide a unified approach to developing new services for children will be explored with examples of what positive practical effects this can have. Examples will be raised from numerous play policy developments facilitated by the presenter within United Kingdom local government as well as regional and national governments in the UK, Ireland and Sweden. (Armitage)

We propose that this Panel will highlight the important role of involving Playwork professionals in collaborating with work sectors and departments of government which may have contradictory or conflicting agendas. The Panel will conclude that it is the 'no-agenda' focus of Playwork and the content of the current Playwork Principals that provide the mechanism for this to work. We would therefore recommend that non-Playwork professionals actively seek out the involvement of those in the Playwork sector.

7F – Dynamic transformation and development of play using loose parts in schools

Kirsty Wilson (UK)

The world renowned Scrapstore PlayPods® programme introduces loose parts into school playgrounds to transform playtimes creating long lasting improvements for brilliant play to happen. This presentation explores the last ten years of Scrapstore PlayPods® from its modest beginnings as a research project in 2007 to the current day. It explores the findings and observations of the effect it has on children's play and learning as well as the lessons we've learned along the way.

Scrapstore PlayPods® grew out of a 2 year action research project initiated in 2007. It researched and documented the introduction of loose parts into 9 primary schools at lunchtimes. Essentially children accessed a structure on the playground, that was full 'loose parts', such as cardboard tubes, tyres, lengths of material, netting, rope, bins and barrels and much, more. They were free to go in and take out anything they wanted which dramatically changed the way they played and behaved. The overall results of this project were extraordinary and exceeded expectations in several ways.

The findings predominantly describe very positive changes in children, staff and the overall climate of schools in general. More specifically they identify a number of areas where conventional patterns of children's behaviour changes by their own free will including:

- Engagement in new and different play types previously not observed with creative, rough and tumble, exploratory and object play particularly evident.
- Large scale improvements on the level of inclusion between children who would have previously remained on the periphery for a variety of reasons.
- Evidence of children self-managing risks.
- Better integration and collaboration across different ages and genders.
- Enhanced engagement in lessons.
- More confident and motivated lunchtime staff.
- Positive parental responses.

Although professional practices vary from country to country, children consistently don't need any support or guidance in using loose parts regardless of culture or background. Since 2007 we have worked with over 300 primary schools and early years settings across the UK, France, Spain, Canada and America enabling 83,136 children access to loose parts play and quality playtime experiences. What will the next 10 years bring?

School recess: Stimulating an increase in children's free play repertoire

Janine Dodge, Telma Scott & Aline Mendonça (Brazil)

Our intent is to share the experience of a Brazilian school in actively stimulating an increase in our elementary school children's repertoire of unstructured play activities during school recess. Our "Recess of Possibilities" program was inspired by the following observation: a great majority of our children played the same things every day in spite of an outdoor recess area apparently rich with different play possibilities, such as a sandbox, play structures and a grassy hill. It was always soccer for the boys and jump rope for the girls.

One of our key challenges was how stimulate the children while ensuring that recess remained a time of free, unstructured play directed by the children, as opposed to yet another teacher-directed activity within the school space. Our approach has been to, once weekly, propose areas with mostly unstructured materials, such as tires, ropes, boxes, empty plastic bottles, etc. Teachers carefully consider the choice of materials and their location on school grounds, but make them available to the children without any guidance or instruction. The intent is for the children to investigate the materials and determine what and how to play with them on their own. The teachers also consider how to stimulate greater interaction with nature, and broaden the exploration of culturally relevant games, such as marbles, tops and music making.

For children, the program has resulted in a documented increase in the diversity of their free play, increased autonomy, greater decision-making confidence and better conflict-resolution skills. For teachers, the program challenges existing paradigms about play, the role of the school space in children's development and their own role as educators. They experience the difference between directing and facilitating play, and practice "playing" with their own imaginations to prepare stimulus that truly inspires richer play. Importantly, they come to appreciate and value children's ability to make choices and act autonomously, which in turn impacts their attitudes and behaviour in the classroom. We will share the insights and best practices we have acquired over five years of implementing the program.

The OPAL Project: Modelling outdoor play and learning in schools of the Toronto District School Board

Brenda Simon (Canada) and Michael Follett (UK)

Schools are uniquely positioned to protect children's right to play and their right to enjoy play opportunities in enriched social environments. As much as 1.4 years of a child's school career, from kindergarten to Grade 6 will be spent in the schoolyard, yet most Canadian school boards have no specific pedagogical approach to outdoor play, other than accident prevention. Earth Day Canada has partnered with the Toronto District School Board to introduce Outdoor Play and Learning strategies (OPAL) to 6 pilot schools in Toronto. Funded by the Lawson Foundation, the pilot adapts the OPAL.U.K. model, which has successfully trained over 250 schools in the U.K. to provide self-directed play during recess, lunch hour and after-school. The OPAL program brings together school administrators, teachers, lunch supervisors, parents, support staff and daycare workers to develop play policies and strategies that support child-directed play in the school environment. Children are encouraged to discover and develop their capacities in a play environment enriched by choice, loose parts and social complexity. Supervision practices are transformed from policing to supportive, based on playwork principles.

In this presentation, Michael Follett, founder of OPAL U.K. and Brenda Simon, Director of Play Programs, Earth Day Canada will co-present on the OPAL school training program, outlining its basic format, the challenges and opportunities experienced by various schools and highlighting the different educational contexts presented in the U.K. and Toronto, Canada. Follett and Simon will speak as practitioners and trainers, referencing studies from both the

U.K. and Canada where OPAL's impact on school communities has been documented. They will relate their respective efforts to achieve higher level policy reform for play in schools. Finally, they will address initiatives to expand the OPAL training across the U.K. and Canada, so that more school communities can benefit from the transformative effects of good play provision on children's well-being and education.

7G – Advocacy and public policy: Making the case for risky play, and challenging the blame culture

Adam Bienenstock (Canada), Marcus Veerman (Australia), Robin Sutcliffe (UK) & Meghan Talarowski (US)

Historically, play advocacy and public policy has thought of risk in solely negative terms. Play provision has been framed as a policy response to environmental risks such as traffic, while playground safety policy has focused on accident and injury reduction. In recent decades this conception has shifted in some countries. This is in part due to the loss of everyday childhood freedoms and the decline in outdoor play experiences, which have led to growing interest in the role and place of adventurous play, everyday freedoms and independent mobility as part of a healthy, happy childhood. At the same time, public debate has grown about risk aversion at the level of families, institutions and wider society. In the UK this is expressed in terms of the growth of a 'health and safety' culture, some of whose worst excesses are perceived to focus on children. The US has seen lively debate about so-called helicopter parents, with the media pitching this model of child-rearing against 'free range' parenting. Fear of litigation, concerns about blame and liability and wider worries about loss of reputation are prominent in institutional decision-making in both countries, and also in Australia, Canada and some other jurisdictions (although in some countries, these concerns appear to have less influence). This symposium will explore how play advocates in different countries have navigated these complex regulatory, cultural and legal contexts in trying to make the case for a more balanced take on risk, and will offer insights and reflections for play advocates around the world. It will explore risk benefit assessment (well established in the UK and the focus of growing interest in other parts of the world) as one potentially valuable model and advocacy tool.

7H – Thriving Outside: How natural playground installations can impact young children's outdoor play behaviours

Janet Loebach and Heidi Campbell (Canada)

The last decade of research has provided strong evidence exposure that diverse, nature-rich outdoor play environments have significant beneficial impacts for children's health, learning and development. This paper presents results from a comprehensive pre-post analysis of both the outdoor environment and children's outdoor play behaviours following major renovations to the kindergarten play yards at two schools in Southwestern Ontario, Canada. Evergreen, a Canadian non-profit organization dedicated to greening urban spaces, including (re)naturalizing school grounds, performed significant redesigns of the play yards of each school, which were then renovated in the Fall of 2015. Renovations included significant planting of trees, shrubs and perennials around the site, the installation of play elements using natural materials such as sand, water, mulch and wood, as well as the provision of natural loose parts such as tree cookies, tree stumps, and small logs and branches. A suite of research tools, including systematic behaviour mapping, environmental audits, and teacher 'walkalong' interviews, were used to collect data on the play environment and children's outdoor play activities both before and after the renovations; data were collected with the same group of children and staff during each observation period and under similar weather conditions. This presentation will share insights from the analysis including the impact of the natural playground renovations on specific behaviours and interactions including on children's active play, social interactions, engagements levels and environmental interactions. Results will also include the impact of the renovations on teacher and staff attitudes and approaches to outdoor play and the integration of the renovated outdoor environment within curricular activities. The presentation will conclude with a discussion of the efficacy of the suite of tools for capturing and understanding children's outdoor play behaviours, and for evaluating outdoor play environments.

New Zealand early childhood centre outdoor design: Creative spaces that maximise learning through engagement with the natural environment

Jill Rice (New Zealand)

Well designed, nature-rich landscapes for Early Childhood Centres that leave room for children's creative enquiry and expression can engage and empower children of all backgrounds and ages as learners. Children's unique abilities and special needs can also be well supported in centres that are carefully designed using natural materials and allowing space for natural rhythms and cycles. Children learn best when they have access to environments which surround them with nature, stimulate their imaginations and provide the opportunity to explore and interact with all of their senses, as well as to be socially, physically and mentally extended.

This presentation comes out of 26 years of practice in this important area of design, working alongside Cheryl Greenfield and other researchers and educators in New Zealand passionate about children and the outdoors, and growing in understanding about the importance of incorporating nature and harnessing the unique attributes of each site in order to optimise children's learning experiences outside.

Participants will see many examples from recent projects in New Zealand of outdoor environments that express well this holistic approach to design for children, responding to the context and culture of each individual place and incorporating creative use of natural and repurposed materials. Designs will be shown for areas that have specific learning needs and outcomes for children in mind. Participants will learn about a best-practice approach to design and reflect on their own learning environments in order to offer children more open-ended play opportunities in well-organised yet beautiful and natural centre outdoor spaces.

Urban playgrounds: How we can find a compromise between children's needs and a city's possibilities?

Maria Sokolova, Aleksander Frontov, Elena Smirnova & Inna Kotliar (Russia)

Experts know that children need interesting places for outdoor games, role play, movement, communication, rest. However these needs and the city's possibilities often have serious discrepancy. Analysis of Moscow playgrounds shows that the most common problems are in the field of environmental design. Design suitable for children and natural design does not fit into modern architecture, therefore is not implemented. There is the myth that children need 'red-blue-yellow castles'. As a result, urban children do not have playspaces they need.

New problems are: tendency of reducing space and time for play, dissociation of different-aged groups, screen-time and social networks. Can playgrounds today be an attractive alternative to the virtual world? We worked out the method of estimation of playgrounds' play value. Playground is a cultural artefact, social environment and therefore a psychological tool of child development. Creating play environment, adults lay into foundation of the objects, relief and total space composition ideas and possibilities which allow children of all ages realize their basic needs and reveal their potential.

Next characteristic could help in analysis or designing of playspaces:

- 1) split-level landscape (hills, coombs, meadows, channels)
- 2) open-ended play equipment (open to different types of children activities), loose parts (leaves, bark, cones)
- 3) play zoning and dialog of zones (zone of home and investigation, activity loops),
- 4) the possibility of transformation and mastering of playspace,
- 5) places for risk according to age specific of children activities,
- 6) level of visitor's activity (recreation, active areas)
- 7) bespoke atmosphere of playspace

We made the comparative observation and conclude that children behavior on the rich playspaces characterized: play is longer and more varied; experimentation has wide range with mixing elements, loose parts; different types of motion of objects and body; investigation of nature, physics, biology laws etc. Parents were observed not only monitoring functions, but also showed interest to equipment, participated in joint activities with children. Therefore, they spend more time outside, which increases time for outside children play. The report contains the principles of the design and evaluation of the potential of play environment, the results of empirical research and analysis.

7I – Pop-Up Adventure Playgrounds: Opening public space and discourse for play

Morgan Leichter-Saxby & Suzanna Law (US)

Since 2010, Pop-Up Adventure Play has been supporting independent organizers in creating accessible free play events in their local communities. These events include a range of recycled and repurposed loose parts, and simultaneously inspire and celebrate play in the public realm. By supporting play at the grassroots level, and collaborating with institutions such as parks departments, children's museums, schools and more, these events have proved a powerful way of literally rejuvenating public space, and of rebuilding social networks between individuals and families. They have been held in more than 17 countries around the world, and cities including New York, Cairo, Bogota, and Shanghai.

Both traditional and pop-up adventure playgrounds are firmly rooted in the principles and practice of playwork, a decades-old and unique approach to supporting children's play for its own sake. Our organization helps to bring the essentials of this field to a larger audience, and to build a sense of community among professionals, parents and grassroots advocates for children's play. In 2014, we drove 11,000 miles around the US to deliver workshops and play events in 16 locations. In 2015, we went around the world, visiting the UK, US, Costa Rica, Australia, Singapore and Hong Kong.

In 2017, we are touring Canada and finishing at the IPA Conference. Participants will hear stories of what we have seen and learned throughout this journey, and connect the barriers and opportunities they face with those cited by fellow play advocates internationally. We'll discuss ways to incorporate elements of a playwork approach into other professional fields such as education and health, and signpost further resources for study and exploration. Participants will also hear stories of people who started with pop-up adventure playgrounds, and are now running permanent sites.

7J –An investigation of play in an indoor preschool environment: Does free play encourage adequate levels of physical activity for preschool children?

Barbara Hughes, Ana P Belon, Jane Hewes & Candace Nykiforuk (Canada)

This presentation describes the impact of an innovative, indoor preschool play environment on physical activity in preschool children (3-5 years of age) enrolled in recreational preschool programming.

There is a belief that children, given opportunities to engage in spontaneous play in a safe environment, will naturally achieve appropriate levels of physical activity. There is literature to support a relationship between free play and increased physical activity; however, it focuses on outdoor environments. As outdoor play has decreased in recent years, there is a need to understand both how play in indoor environments impacts physical activity and how indoor environments can promote physically active play. By observing the play in an innovative, indoor preschool play environment, this research considers if opportunities to engage in unstructured and spontaneous play naturally encourage adequate levels of physical activity in preschool children.

This study is part of a larger project that aimed to assess the impact of a free play-based recreation preschool program on children's health and development. Video observations during free play time from three participating sites (one case and two comparison) were collected monthly over 9 months. From these video recordings, a randomly selected sample of 60% children (n=125) were coded using a modified version of Observation System for Recording Physical Activity in Children – Preschool (OSRAC-P); information about the type and intensity of physical activity and the physical environment was collected. A case-analysis quantified the differences in physical activity intensity and type and described the play activities that promoted the highest and lowest intensities of physical activity at each site.

Study findings show that, during free play time, children engaged more in sedentary activities. Significant associations between physical activity intensity and play types and physical environments were found. Sites differed in terms of most variables. This study suggests that adequate levels of physical activity are not achieved through free play, demonstrating that free play and active play are separate constructs, and that both should be intentionally promoted in preschool programming.

Gender matters: Male and female ECEC practitioners' perceptions and practices regarding children's rough-and-tumble play

Rune Storli & Ellen Beate Sandseter (Norway)

Rough & Tumble (R&T) refers to vigorous behaviours, such as wrestling, grappling, kicking, and tumbling, that appear to be aggressive except for the playful context, and it is commonly observed in children's free-play time from preschool to adolescence. There are some specific areas where R&T is considered to play an essential role in children's development and learning. One such function is that R&T enhances social competence. Although there is perceived value in R&T related to the development of young children, educators are uncertain of how to manage this form of play.

The aim of this study was to explore Norwegian early childhood education and care (ECEC) practitioners' perceptions and practices regarding children's indoor and outdoor rough-and-tumble play (R&T) from a gender perspective. A questionnaire and semi-structured interviews were used together in a mixed method design to provide quantitative data of patterns among a larger group of ECEC practitioners, as well as to gather greater in-depth insights on ECEC practitioners' attitudes, thoughts and actions concerning children's R&T.

The results of the study showed that ECEC practitioners acknowledged both positive and negative sides of R&T; that they allowed this kind of play significantly more in outdoor environments than indoors, and that R&T often produced uncertainty and a need for control by the practitioners. The most surprising result from the questionnaire was the lack of gender differences in allowing children's R&T in ECEC. However, the interviews revealed that although a basic difference in attitudes between male and female practitioners originally existed, female practitioners changed their attitudes and practices towards R&T as a result of gaining more knowledge and experience of this play through their male colleagues. A high consciousness of trying to adopt common understandings, rules and practices regarding R&T also contributed to a change of attitudes. In that sense, male practitioners may function as catalysts in promoting R&T in a dynamic, female-dominated working environment.

Get Outside and Play Early Childhood Network in Alberta: Supporting change through policy and practice *Christina Pickles (Canada)*

This presentation will share the strategies and relationships we have developed as we work towards shifting the early childhood system in Alberta towards active outdoor nature play. Challenges and successes will be explored, take our lessons and apply them to work in your own communities.

Get Outside and Play Early Childhood Network in Alberta was launched in September 2015, there are over 400 members across the province from sectors that include health care, environmental education, play, sport, recreation and parks, child care, and early childhood development. The network works towards the following vision: *All young children, 0-5 years old and their families in Alberta have the opportunity for active outdoor nature play that is safe, positive and engaging.* Active outdoor nature play in the early years:

- Improves physical literacy and general health outcomes
- Builds a foundation of nature connection that develops life long environmental literacy and stewardship
- Connects young children and their families with their communities, contributing to family resilience and social connections.

This program started with a vague set of strategies: change the system, support existing programs, build a network, it was challenging for network members to see where they could contribute to this work. After a year of events and conversations with key individuals and organizations, the approach was refined and now focuses on three areas:

1. **Childcare.** Children in childcare settings engage in more nature connection and outdoor play because supportive policy structures are in place and early childhood educators have the training to confidently create safe and engaging spaces for young children.
2. **Families and Communities.** Children and families spend more time connecting with nature and participating in outdoor play because municipal leaders and planners create spaces that support nature connection and outdoor play.
3. **Get Outside and Play Week.** An Alberta-wide celebration of outdoor nature play in early childhood. Childcare centres and families will directly experience the benefits of nature connection and outdoor play and will be provided with resources, skills and inspiration to continue to spend time outdoors in nature beyond Get Outside and Play Week.

7K – Shifting Play: A one of a kind non-profit's approach to connecting communities, children and nature

Sara Stepa (Canada)

Community involvement in public spaces is vital to the relationship people will develop with that space and influences how residents act and play in those environments. Communities, parents and children alike need to play an active role in the formation of their community parks in order to address changing needs.

Parks Foundation, Calgary (PFC) acts as a catalyst for community projects that will enhance the development of new parks, playgrounds, and open spaces. Since the inception of our Building Communities Grant Program in 2009, we have successfully partnered with and completed 131 community projects valued at almost \$17 million. PFC is a unique organization to Canada, if not North America, where we play a pivotal role in how Calgary's community spaces are shaped and revitalized. Our goal is to help bridge the gap and build community capacity by providing expert knowledge, funding, and project management support to volunteer driven projects. PFC proudly partners with community organizations to improve their neighbourhoods. Although Parks Foundation has a greater mandate that focuses on parks, sports and river valleys, many of PFC's community-led projects are play-focused. Due to our involvement with these projects we have adapted to evolving perspectives about play. Our position has also made us a front runner in designing spaces that provide the opportunity to play outdoors in a natural environment. With the growing concern that children are becoming increasingly programmed and sedentary PFC wanted to create a space that gave children the freedom to participate in unstructured play. Our Forest Lawn Natural Park did just that and produced an innovative urban community space that embraces nature as a design element.

Our presentation will outline how our model has been successful and how PFC is committed to the development of community spaces and the shift in play culture. Our collaborative natural park project will demonstrate how communities can transform their community spaces to create something unique while participating in the process. This is just the start. PFC is in discussion on the development of many natural play spaces – not found anywhere else. Stay tuned . . .

Design for play: challenges and opportunities in 2017

Nicola Butler (UK)

This session is based on Design for Play, the ground-breaking guidance on designing playgrounds and more play-friendly public spaces in England. Play England is currently working with 6 European partners, funded by the European Commission through Erasmus+, to develop online training materials based on Design for Play, to update the guidance and to adapt and disseminate it to a wider, international audience.

Design for Play aims to enable designers and commissioners to base design play spaces on children's needs and wishes, rather than be driven by concerns about maintenance and reducing risk and was published alongside its sister publication, Managing Risk in Play Provision. It set out a process for planning and procuring playgrounds, along with guidance on making public spaces more play-friendly, based on 10 Design Principles. Published by Play England and the UK's Department for Children, Families and Schools, Design for Play became the official guidance for delivery of 3,000 new a refurbished play spaces across England, funded through the National Play Strategy in England in 2008.

Now, nearly ten years on from the first publication, we can see which of the new play spaces built under the National Play Strategy have been successful and thrived, which have encountered challenges and some that have even been removed or replaced enabling us to consider and share lessons learned and to identify challenges and opportunities going forward.

This presentation will be based on photos and discussion of play spaces in England and what we can learn from the experience in England – good and bad. It is based on Play England's current Erasmus+ funded project in partnership with:

- AIJU Research Centre, a Spanish non-profit association that works on children's products and leisure
- University of Alicante, Spain
- Czech Technical University, Faculty of Architecture, Prague
- Risk Vision, Portugal
- HRAST, a non-profit development agency in Croatia
- Fortis Akademie, a non-profit education association in Germany

Public spaces as intergenerational play places and cultural connectors

Monica Giesbrecht (Canada)

Exploring the power of public plazas, parks and squares as intergenerational connectors that break down entrenched social, cultural, economic and gender boundaries through spontaneous playful experiences. Case studies of Millennium Library Park, Variety Heritage Adventure Park, Upper Fort Garry Park, Oodena Celebration Circle and Canada's Diversity Gardens in Manitoba with a special focus on how these places have been designed to

accommodate and encourage the transformative power of programmed and spontaneous play. With input from the civic organizations and partnership groups that came together to develop and operate these special public places.

7L –Meeting your deepest play needs through Forest School

Lea Komaromi & Ashley Dunham (Canada)

Forest School walks hand in hand with children and supports them in becoming acquainted with their deepest play needs. These needs begin to be met through freely chosen play, diverse environmental challenges and social negotiations with their peers. In this session, Upstream Forest School will take you outside to experience this process first hand. You will explore the intense thrill of kinetic play, the quiet gift of time alone with yourself, the satisfaction of working together as a community of learners, and a deep knowledge of who you are. Bush craft skills, such as tool use, shelter building, fire skills, navigation and knot tying, are an important part of Forest School. These are introduced as the children need them and are interested in their benefits; the same will be true for our play today! Come prepared to be a child again, in touch with your deepest desires in play.

7M – Healthy childhood – Healthy planet: Outdoor play and learning by design

Robin Moore & Nilda Cosco (US)

This interactive, participatory 'Playshop' will introduce community-based principles and processes used by the Natural Learning Initiative (NLI) for restoring life to the places used by children and families in daily life, including childcare centers, schools, streets, and neighbourhood parks. Also highlighted are non-formal educational institutions including museums, botanical gardens, zoos, and arboreta. Exposure and engagement with naturalized places must start at "year zero" to maximize health promotion: body and brain, physical fitness, positive social relations, sensory integration, attention functioning, and more. Children are born curious and resilient, genetically programmed to explore and discover their proximal world. If not, humans would not have survived millennia of evolution in nature.

The majority of children live in cities, where nature must now be conserved or ecologically re-designed into the urban fabric and managed for play and learning. Low resource communities especially need cost-effective solutions (high play value, low cost), including fruit and vegetable gardening.

The NLI design approach includes concepts of 'affordance,' behaviour setting,' and 'territorial range' across developmental stages, as well as content and form containing diverse mixes of fixed and loose, natural and manufactured elements.

Nature-based playwork and play animation are highlighted. The goal is to create with communities, sustainable, playful, joyful childhood habitats, which over time will motivate children to love nature and understand human dependency on it, resulting in a "culture of caring" for the biosphere. We need compelling places, irresistibly "pulling" children to be free, to explore and have adventures away from adults as well as to share discoveries in intergenerational places.

The 'Playshop' will intersperse presentation of principles, processes, and case examples, with hands-on application in group exercises. The ultimate goals are policy innovation and system change.

NLI was co-founded in 2000 by presenters and former IPA officers Robin Moore and Nilda Cosco, as a design assistance, action research, professional development, and evidence-based information dissemination lab, College of Design, NC State University. A staff of landscape professionals, postdocs, students, and garden trainers contribute evidence-based design expertise to play and learning community projects and leading landscape architecture firms.

8A – ‘But how do we actually engage children in design for play?’ An introduction to the Play User Lab

Karen Feder (Denmark)

A 2014 study of ten Danish play designing companies identified a significant barrier within the industry. Even though all of the companies showed great interest in child-centred design for play and seemed very aware of its value, only a few of the companies actively involved children in their design process. Their response was “We would like to, but how do we actually engage children in design for play?”.

To answer this question, Design School Kolding and Capital of Children initiated the Play User Lab in Billund, Denmark in 2016. The Play User Lab is a facilitation platform for creating synergies between design, play and children by educating designers and employees from play designing companies in child-centred design processes. The objective is to create play products that contain better play experiences, due to the fact that they have been developed with a child-centred mind-set.

The Play User Lab activities are structured in courses of 4-6 months and include 8-10 workshops at the Play User Lab facilities in Billund. The participating groups at each course consist of 3-5 companies bringing 2-4 employees each, and the interaction between the participants is an integrated part of the learning process. The workshops are a mix of applied research, introduction to hands-on tools and relevant methods, and facilitation of co-creation processes with participating children. By allowing the participants to learn through action, they not only acquire new knowledge, but learn to use it at the same time and relate it to their own practise. It gives them new competencies in child-centred design for play and increases the possibility of creating better and more relevant play experiences for children.

The Play User Lab gives an answer to how you can actually engage children in design for play. Whether indeed the companies manage to implement their acquired knowledge long-term, only time will tell. Future research will determine this and conclude how this kind of intervention influences the designers’ mind-sets when designing for play.

Playful movements and the creation of play-space: Exploring the dilemma of ‘planning for play’ (Russelling up Stuart Lester) (Short Playshop)

Wendy Russell (UK)

This participative and playful session should have been presented by Stuart Lester. Sadly, Stuart died suddenly and unexpectedly in May 2017. Instead, it will be facilitated by his colleague and long-time collaborator, Wendy Russell. Obviously, Wendy isn’t Stuart, but she will be presenting his work as faithfully as she can, hence the subtitle ‘Russelling up Stuart Lester’.

The session’s point of departure is a seemingly casual statement in the UNCRC General Comment 17 namely play ‘takes place whenever and wherever opportunities arise’. This apparently straightforward statement is profoundly significant in terms of thinking about ‘playing’ and the everyday ways in which children go on with their lives.

The workshop offers an opportunity to explore the intimate connection between Article 31 and Article 6 (a right to life). The opening premise is: as bodies move they sense and as they sense they move, a principle for life that suggests beings are never ‘individual’ but always entangled in relationships. Sensing/moving bodies are alert to possibilities that exist at any given moment to form connections in-between other bodies, materials, imaginations, etc., in ways

that enhance being alive.

Adults tend to walk in straight lines to get from A-B, whereas children meander through their environment to points of attraction, often mundane everyday stuff (other children, walls, cracks in the pavement, kerbstones, bushes, puddles). This presents a paradox when 'planning for play' that is largely side-stepped as adults continue to treat playing as a clearly distinguishable and separate activity that can be provided for through a series of specific design interventions based on cause-effect judgments. The session aims to extend thinking and practice by considering the relationship between movement and the generation of a 'play space' which leads to a broader appreciation of the supporting relational conditions under which 'play spaces' may emerge.

8B – Finding the extraordinary in the ordinary moments: The power of play in the learning cycle

Jennifer Hart, Wanda Small & Cheryl Greenidge (Canada)

The Calgary Board of Education offers preschool programs through our Early Development Centres (EDC) for children diagnosed with a disability or delay. In the EDC classroom, children interact and learn through a personalized play-based program in a responsive learning environment that celebrates diversity. Grounding our work in the philosophy identified in Play, Participation and Possibilities: An Early Learning Child Care Curriculum Framework for Alberta, each child's strengths are valued with an intentional focus on children's dispositions to learn through play in support of their development and successful participation in preschool. Additionally, utilizing the tenets of pedagogical documentation, ordinary moments of children's play are captured and carefully considered as an ongoing source of information for planning engaging play experiences and assessing learning achievements.

Through our presentation, participants will have the opportunity to gain an understanding of how educators can design and plan playful learning environments meeting the educational and developmental needs for children of all abilities. Working from the essential belief that it is vital to embrace children's everyday experiences as the sources of curriculum meaning making and ensuring that children will be able to see themselves as co-learners, co-researchers, co-imaginors of possibilities and co-inquirers, participants will be taken through the learning cycle process to:

Select: How do instructional strategies/resources (human and material) engage children? How are we offering opportunities for children to choose directions in their learning and play experiences? How are learning and play extended to allow children to meet the expectations of co-learners, co-researchers, co-imaginors of possibilities and co-inquirers?

Plan: Through play experiences, what assessments are in place (both formative and summative) to document children's engagement, interest and progress?

Implement: Use instructional strategies/resources (human and material) with children. Are children engaged? Keep attuned to the teaching and learning successes and challenges through listening, observing and documenting.

Analyze: How learner expectations of co-learners, co-researchers, co-imaginors of possibilities and co-inquirers demonstrated by children? What may need to be "adjusted"?

Adjust: How instructional strategies and /or resources can be adjusted to extend play experiences (or plan for new play opportunities) based on documentation and collaborative feedback (from children and adults)?

How we integrated inclusive play in our Additional Needs Saturday Club Play Service in Scotland

Irene Hogg (Scotland)

The LASC childcare services is a Scottish Charity who introduced an Additional Needs Saturday Club Play Service in 2009 as an additional service offered by the childcare provider. The Saturday Club operates full day every Saturday 50 weeks is unique and is a show case for other communities wishing to adopt a similar project. The club's main aim is to provide an integrated respite service for 25 children with additional and complex needs and those from low income families. The Club has been operational for a 7 years and has proven very successful by offering well needed respite care for parents. Parents acknowledge that the children are cared for in a professional, secure and stimulating environment. The project encourages children with additional needs to interact socially, and play in a stimulating environment with able bodied children. Conversely it encourages able bodied children to play and interact with children with additional needs. To support long term sustainability, the project will be available for all children in the local area, and thus in addition to the additional needs, and support places, fee paying places will be available which will add buoyancy to the project. The project is also targeted at people who experience poverty, hardship or social deprivation enhanced by the costs of childcare or unable to find appropriate childcare due to disability of child or weekend work / study options. The presentation will share with delegates a step by step guide of how to support inclusive play by successfully integrate children from all abilities through play.

Inclusive museums: Inviting whole families to play

Caroline Jones & Alissa Rupp (US)

Access and inclusion are important goals for children's museums. As architects, exhibit designers, and museum directors, we are looking at the opportunities museums, gardens and other visitor destinations can create for whole families to play and learn together.

The Americans with Disabilities Act of 1990 has been enhanced and enriched by local and regional guidelines and codes. Awareness of cognitive, emotional, developmental and mobility challenges faced by kids with autism, autoimmune disorders and other conditions has increased dramatically. Many parents and educators have become advocates for these children, and museums are responding with programs, targeted open hours and public support.

Our mission is to bring the whole-family experience to the forefront and create environments where kids and parents embark on experiences together. We begin the design process with a Q/A discussion to expand our thinking about how best to serve all visitors. Taking inspiration from mission, design, theory, partnerships, and data, we develop practical ideas that can be carried into new spaces and programs.

We ask ourselves, how might older kids, who operate at the age level of younger children, be invited to use parts of the museum that are developmentally appropriate for them? Can the areas set aside for the youngest (and smallest) visitors also be designed to accommodate kids who fit best there cognitively? How can "success" be as broadly defined as possible, in terms of getting things built, made, or working?

Often there are one or two typically developing siblings for each child with a challenge or special need, sometimes families are separated by access issues or targeted programs, or the typical children feel the need to protect or facilitate experiences for their sibling. Our presentation will emphasize how the inclusion of siblings, parents and friends of kids with disabilities can translate to all groups with diverse skills sets and levels of independence.

8C – Why play workers need play therapy

Meynell Walter (UK) & Hale A. Kahyaoğlu (Turkey)

This paper investigates the two parallel worlds of playwork and play therapy. Those in the profession of playwork are primarily focussed on the creation, resourcing and supporting of environments where children can play and have a mantra of 'minimal intervention' in the play and do not realise that the knowledge and understanding of how a play therapist views the child at play can enhance the way they do their job.

For many in the playwork world, play therapy is seen as an adulteration of the child at play and as a methodology that uses play to meet the needs of an adult agenda that encompasses healing and growth. Most play therapists have not encountered playwork and therefore do not understand the profound impact that playworkers can have on the lives of children and young people. As part of this investigation we look at the therapeutic nature of play and learn how an understanding of play therapy can actually improve the practices and the work of a playworker.

This is a joint paper presented by two professionals, one a psychologist and play therapist from Turkey and the other an experienced playworker and playwork trainer from England, in it we will offer a series of arguments drawing on current literature, observation and anecdotal evidence that draws the parallels together culminating in an understanding of the relationship between playwork and play therapy. We will also draw on the work of Oaklander [1997], Buber [1958], Sturrock and Else [1988], Steinhardt [2013] in forming the arguments that we present.

Play and education for play workers in Germany

Gerhard Knecht & Marie Theres Wasck (Germany)

Play leaders training in Germany: Play activities in life are important for children, teenagers and adults. During play activities people experience enjoyment and validation, enrichment and development. Unfortunately these natural talents disappear if they do not receive stimulation. For fifty years now, the Remscheid Academy has been working in the task of developing concepts in these fields, has given support and provided training. Its first priority is to qualify professionals from cultural work and youthwork to instruct and guide children and young people with competence. The academy organizes courses, long-term advanced training, conferences and workshops, and it publishes books for use in education. The playleaders' training is in the department of games in youth work and schools. The courses or events in the department of games are offered in a wide range of possibilities. There is for example the annual play market, where people can come into contact with play, different playleaders and different games and toys. Another form of play education are Workshops. They last one week and focus on a special topic, like "Cooperative Adventure Games" or "How to provide games for special groups, like for children that are younger than 3 years old or senior citizens. If you want to get the fundamentals of play you can choose a long term course over five weeks in two years. If you have finished that, you can get an upgrade with another four weeks for a special qualification as playleader at the Remscheid Academy. If you finish that, you are in a network of play leaders, who work as trainers or project leaders in Germany. All the long-term courses run alongside the participants normal work so that there is a close connection between training and work practice. All the long term courses include tasks to be completed at home, regional group meetings, team counselling and project presentation. In the presentation for the Wales Conference I want to show our curriculum and to discuss with the participants, what they think we can do, that we also can offer trainings to international play.

For further information: www.kulturellebildung.de

Training: The professional qualification of play agents in Brazil

Janine Dodge, Judith Terreiro & Priscila Leonel (Brazil)

Our intent is to share the experience of the first officially recognized professional qualification course for Play Agents in Brazil. This course is offered through a partnership between IPA Brazil and the Centro Paula Souza – a public institution responsible for providing graduate vocational technical training in São Paulo state. The focus of the course is on theoretical and applied training – learning by doing. The course structure includes workshops, the planning and execution of play events and visits to cultural venues. The objective is to awaken students' genuine desire to play and act as play advocates, so that they spontaneously convey their enthusiasm for play in all they do.

To date, the majority of the students taking the course have been school teachers. Thus, our course acts as an interface between schools and play, contributing to the qualification of professionals who can play an active role in facilitating the play experience in an environment not traditionally open to play in Brazil. Contemplating this, we have developed a curriculum that facilitates and encourages cultural activities in the context of their space, the city of São Paulo. We introduce students to cultural and heritage spaces and to creating opportunities to play in these spaces. Even if the concept of play is not actively considered within their schools, students are invited to invent and create their own play opportunities, observing the limits and capabilities of their institutions. Historically, museums and cultural centers have not been well frequented in Brazil; we believe that play is a very valuable way of creating connections to the city and the cultural apparatus that is available.

We will share our experience that has shown that the engagement of our adult students in their own self-discovery – or “re-discovery” as we call it – of play is essential to fostering the development of a dynamic, thriving play culture. Thus, our students experience “practicing” play themselves and, in this way, master different techniques that will allow them to be effective agents of play, capable of observing children in their environment and contributing to creating the recreational opportunities they need.

8D – First presentation: To be confirmed

‘Let us Play’: Embedding the right to play in social policy

Alan Herron & Jacqueline O'Loughlin (UK)

Key aims of this initiative were: (1) Through child led peer research and focused advocacy activity, enhance recognition of play and secure legislation capable of embedding the Right to Play within the social policy landscape; (2) Achieve a shift in understanding and resourcing of play by local government, establishing play policies which support/resource free-play approaches.

Input will provide an overview of how the child's voice, when supported by focused advocacy activity can achieve significant change, embedding the Right to Play within the wider social policy landscape and securing changes in play policy and practice within local government. Underpinning the input will be consideration of: The Child's voice; Advocacy Approaches to embedding the Right to Play in Social Policy; and Approaches to securing the expansion of free play opportunities and securing resource recognition for same.

Building on peer research undertaken by its young researcher group and with the voices of children at its core, PlayBoard established its ‘Let us Play’ campaign, undertaking a range of direct advocacy approaches designed to influence and change cross-government social policy. Approaches ranged from public engagement, direct political lobbying, presentations to government committees, engagement with senior officials and the establishment of a

focused advocacy partnership across the children's sector. By establishing a broad-based approach to influencing government, PlayBoard mobilised cross-sectoral support bringing influence to bear on a number of key social policy development processes.

PlayBoard secured key policy and practice outcomes including:

Regional Policy: (1) Secured legislation (Children's Co-operation Bill) recognising play as a key determinant of well-being, placing a duty on government departments to cooperate in planning, commissioning and delivering children's services and requiring departments to consider and act on the impact of policies on the right to play; (2) Established play as one of 8 key strategic pillars underpinning the Children and Young People's strategy 2016 to 2026, placing realisation of the Right to Play at the core of the social policy agenda for the next decade.

Play Practice: Transformed local government Play Strategies and resourcing approaches, establishing free-play and community based approaches as key mechanisms for meeting play need.

Play as a social justice tool: Applications of public space theory to play advocacy and policy formation

Reilly Wilson (US)

This presentation examines the various political and economic ideologies that are used to underpin play advocacy in conversations around the production of play opportunities. While United Kingdom-based programs are touched on, the main focus of this analysis is United States-based advocacy and policy. There is a huge theoretical literature within the social sciences surrounding social justice and public space. Existing research outlines the neoliberal turn towards privatized public space and provision of traditionally public social welfare entities. I seek here to draw connections between this existing body of research and the production of publicly accessible play environments and infrastructure. In doing so, I hope to illuminate areas of contestation that are often left unattended in popular conversations among play advocates -- a status quo that risks any future of socially-just play infrastructure provision. My analysis draws on extensive archival research, as well as the experience of having co-produced a junk playground in New York City.

8E – Playful professional learning

Heather McKay, Rachel MacDonald & Divya Devender Kraft (Canada)

Play is essential for children and adults. Too often as adults our days are filled with meetings, rushed tasks, and exhausted moments in front of the television. But play is the antidote of stress. Through play and laughter we build stronger, healthier relationships. Play brings us together and helps us find joy, connection and feelings of success in our daily lives. More play at work results in increased productivity, job satisfaction, higher morale, and stronger social networks.

This play-based experiential workshop will offer insights into how The Calgary Board of Education is approaching professional literacy learning through a pedagogy of play. Participants will experience what play looks and feels like when incorporated into the design of a yearlong community of practice. The format of the workshop will intentionally mirror the way children learn about the world - constructing knowledge from experience. From creating joyful nontraditional texts, to interactive read alouds, to solving problems through design thinking, our learning goals are: (1) demonstrating that play can lead to serious, rigorous professional learning and that (2) play makes learning more interactive, collaborative, engaging, and impactful.

Play participants will examine their own learning as adults and be supported to transfer their understandings about play and professional learning into their own contexts. Through collaboration, humour, and deep thinking, participants will leave this session with a repertoire of strategies to use in adult professional learning and ways to model and experience play as essential approach for all learning.

Creating a playful, physically literate school board

Lynn Campanella & Joseph Curto (Canada)

A Superintendent of Education at the Hamilton Wentworth Catholic District School Board championed the Physical Literacy (PL) Team and implemented an action strategy to change the way elementary teachers approached play and physical literacy. The PL Team was to reinforce the growth and wellness of the whole child and to provide support for elementary teachers in the following areas:

(1) Provide ideas for intentional physical education lesson plans. When teaching a physical education class, he saw that teachers were not prepared with a 3-part lesson plan and most did not dress appropriately to engage with students in the gym.

(2) The second directive for the PL Team was to share and demonstrate practical Daily Physical Activity (DPA) ideas that could be performed in the classroom or in large spaces with little or no equipment.

(3) In the third area, the PL Team addressed the quality and quantity of recess at each school. Research in both Canada (Lauren McNamara, Brock University) and in the U.S. (Olga S. Jarrett, Georgia State University) has shown that recess is a necessary time for children, yet many do not know how to play constructively with each other. The L.E.A.D. Recess Program, a peer led recess plan with playground stencils was developed that included a focus on strong social skills.

The HWCDSB's Physical Literacy Team will share the methodology of how we are getting our schools to be more playful and active. Participants will hear the best practices from teachers at the various schools, we will discuss the skills that children are missing when they are play-deficient and how we helped to rectified these deficiencies, and we will identify the outcomes from the L.E.A.D. Recess Program and how it has created strong school communities.

This will be an active session; we will demonstrate some activities used in the DPA and active curriculum, come prepared to play!

8F – Speaking of risk: Developing play policy that recognizes the relationship between play value and safety

Harry Harbottle (Scotland), Julian Richter Sr. (Germany) & Cam Collyer (Canada)

Our panel examines international strategies for promoting and encouraging challenge in children's outdoor play environments. The conversation will present perspectives from Europe, the UK, and Canada on how policies and attitudes are being transformed toward acceptance of the importance of risk for children's development. Panelists will address the perception of risk versus reality, the development of standards and the shift towards risk-benefit analysis, and engaging stakeholders to create a common language around challenge and nature in children's play spaces.

Our speakers include:

Julian Richter, Sr., is the founder of Richter Spielgeräte GmbH, one of Germany's largest play equipment manufacturers, renowned for advanced designs and a commitment to child-centered solutions. As the former chair of the European Committee for Standardization's Working Group on Installation and Maintenance, he developed the criteria and test for the majority of the existing of the European safety standards or EN (European Harmonized Standard for Commercial Playground Equipment).

Harry Harbottle, CATE Consultancy, is an advocate for innovative and exciting play spaces across Europe. For 20 years he served as an expert to the European Commission in consumer safety and child safety. He is a co-author of a guide to the European Standard for the Safety of Playground Equipment, published by DIN, the German Standards Organisation and now available in six languages. He is a frequent speaker particularly on the subject of the balance between play value and safety and passionately believes in allowing all children the chance, through play, to reach their full potential whatever their ability or circumstances.

Cam Collyer, Executive Director of Programs at Evergreen, overseeing and developing Evergreen's evolving national suite of programs that connect Canadians with nature. This includes the award-winning national school ground greening program—Toyota Evergreen Learning Grounds—as well as Evergreen's programs that engage Canadians in restoring health to public lands and communities. He has overseen the establishment of a national network of school ground design professionals, the creation of a large suite of print and web-based publications, the establishment of pioneering partnerships with schools boards across Canada and the distribution of over \$3 million in grants to schools.

8G – Outdoor free play: Rhetoric or reality?

Nancy Spencer-Cavaliere, Lisa Tink, Bethan Kingsley, Elizabeth Halpenny and Mary Ann Rintoul (Canada)

A Community-Based Research Study: Community-based research (CBR) is an approach through which community-university partnerships are formed to reduce the gap between research and practice (Cargo & Mercer, 2008). Interested in bridging the research-practice gap related to children's nature play, employees from the Alberta Recreation and Parks Association, the University of Alberta, and the Government of Alberta collaborated on a CBR study. The purpose of the study was to explore how practitioners currently conceptualize (think about and discuss) and operationalize (plan for and facilitate) nature play activities in Alberta.

The Resurgence of Outdoor Play in Canada: This study was inspired by the increased level of political and public interest in the potential of the outdoor environment to support children's play. This recent resurgence reflects a growing number of studies that suggest active outdoor play is a significant contributor to children's physical activity levels (e.g., Tremblay, et al., 2015). This connection between play and physical activity levels, has resulted in a discourse that not only regulates how children should play (i.e., healthy and active), it suggests that children's play should contribute to explicit and measureable outcomes (Alexander et al., 2014). As a result, 'play' activities tend to be planned and led by adults rather than something that is freely chosen, personally directed, and intrinsically motivated (Wragg, 2011).

Exploring Nature Play in Alberta: We conducted 21 individual interviews with practitioners from Alberta, Canada, who self-identified as facilitating nature play opportunities for children. The findings revealed that despite being motivated by certain 'values' and 'ideals' of nature play, actual programs and practices only minimally reflected these values. As such, there appeared to be a disconnect between an idealized version of nature play and what could be realistically facilitated in practice. These findings have important implications for the play community, if nature play opportunities

are to be facilitated in ways that reflect its intrinsic foundations. Join us as we present our findings and engage in discussion about how we might destabilize the notion that play must be linked to measurable outcomes and reimagine ways to align practice with the stated intentions surrounding children's free play.

Nature pedagogy: Play inside, outside and beyond

Claire Warden (UK)

This session has two main objectives:

- To explore the place of nature in the lives of children as a space for play and how it is accessed in a variety of ways for children around the world, through stories and visual case studies made by children and their adult advisors ! The case studies are collated by members of the International Association of Nature Pedagogy which the author founded in 2016 from around the world with children from 6 weeks to 11 years old.
- Focus on loose materials of Sand, mud and Clay to explore the concept of play affordance and how it leads to deep level learning

The children's voices will be used to show how their playful experiences link their understanding from inside spaces, to outdoor landscapes and then into wild spaces beyond the school yard within the context of sand, mud and clay. Children's plans will be shared through Floorbooks and Talking Tubs to demonstrate the place of digital technology and how it can be a playful experience to hold memories for children to re-visit and celebrate their own ideas. Many educational spaces are using Floorbooks to empower children through their right to be heard especially within educational spaces. This approach is protecting time for play at a point where children's rights are being eroded, especially in relation to the access of nature based play with higher levels of freedom and hazard.

NB: This indoor session is designed to link to an outdoor play session entitled 'Down and Dirty Playshop'; The climatic and cultural influences on nature based active experiences will be explored within the case studies of the session which will in turn link to a hands on 'Play shop' in the Natural Play area outside created by the Beinenstock team.

Utilizing behavior mapping to capture children's outdoor play behaviors: Findings from natural playscape observations

Sarah Little, Adina Cox (US) & Janet Loebach (Canada)

Behavior mapping is a useful research method for researchers, designers and practitioners interested in understanding how the design of the physical environment influences children's behavior. Through observation utilizing behavior mapping, behavior is associated with a specific location. With enough observations, patterns from the data surface and from these patterns, evidence-based design recommendations can be developed.

This presentation will provide an overview of the use and benefits of behavior mapping for capturing and analyzing children's play behavior, including outdoor and nature play. Findings from a case study utilizing behavior mapping of children's behavior at a large nature playscape in Cincinnati, Ohio will be presented, followed by a discussion of the need for new scales better tailored to assess children's outdoor and nature play.

8H – Building capacity: Creating specialized outdoor play training to empower children's experiences

Beverlie Dietze, Diane Kashin, Cheryl Hatten & Joanne Keilty (Canada)

Outdoor play is an essential part of childhood. Yet, it is being reduced in many children's lives. The early learning teachers' involvement with children can either stimulate and enrich children's play or impede their outdoor play. There is a relationship between children's exploration of the unknown, investigation of the unpredictable, creation of a sense of wonderment, and their development (Burdette & Whitaker, 2005; Dietze & Kashin, 2016).

In Canada, post-secondary early childhood programs do not have extensive outdoor play curriculum. Early learning teachers may enter the field with limited knowledge about how outdoor play contributes to children's development. Knowing about outdoor programming "is a critical factor in helping ensure that children have extensive opportunities to play in healthy, reasonably safe environments, and opportunities for learning and development through play" (Frost, 2006, p. 9).

An intensive specialized program was developed and implemented with more than 1000 early learning teachers across Canada. The research question was: Does specialized training in outdoor play make a difference to the quality of outdoor play programming and experiences that children have in early learning programs, and are the new practices sustained over time?

This presentation will provide findings of the study that was guided by a narrative inquiry framework. The results related to participants' attitudes, values, philosophies and practices that they had about outdoor play provided insight into how specialized training influences practice. Perspectives of the participants' Directors about how their new practices were sustained over a six month period will be outlined. Recommendations will be presented on if and why specialized training in outdoor play contributes to the types of play experiences children are exposed to in early learning programs.

8I – More than just getting by: The role of play in supporting student thriving in the Ontario kindergarten classroom

Heather Coe-Nesbitt (Canada)

In 2010, the Ontario Ministry of Education commenced a five-year gradual implementation of a new full-day Kindergarten program into classrooms across the province. In addition to extending the school day, the program embraces a play-based approach to learning and aims to provide students with the foundation for lifelong learning, health, and well-being (Ontario Ministry of Education [MOE], 2016). The program's ultimate objective is to provide a motivating and supportive play-based environment that will engage and empower children through their learning experiences (MOE, 2010); an environment that will ignite the learner's "intrinsic source of life" (Benson & Scales, 2009, p. 92) and support all children in their ability to thrive at school instead of 'just getting by.'

While the concept of student thriving may appear intuitively connected to that of education, very few researchers have attempted to directly tackle the notion of student thriving within the educational context. Furthermore, the concept of student thriving has been largely overlooked within the literature on Kindergarten and early childhood education. The current study aimed to address this gap, with the purpose of understanding how student thriving is conceptualized and supported within two play-based Ontario Kindergarten classrooms.

Data were collected using a qualitative grounded theory method through observations and interviews with various stakeholders involved in the Kindergarten program (teachers, early childhood educators, administrators, parents, and students). In addition, Kindergarten students contributed their own perspectives through a guided drawing exercise and interviews utilizing photo elicitation. Data were analyzed using inductive means, through open coding and by identifying themes and overarching patterns. Drawing on the research findings and using narratives of children's play experiences, this presentation will focus on a subset of the collected data to examine how play was used within an Ontario Kindergarten classroom to support student thriving. In addition, educational stakeholders' perspectives on the role of play in supporting children's ability to thrive in the classroom will be considered, as well as how children's play unfolded within these two classroom contexts.

Wellness and community development through the alignment with United Nations University as a Regional Centre of Expertise

Cindy Dent & Catherine Matheson (Canada)

The City of Greater Sudbury is a regional centre of expertise (REC), recognized by the United Nations University since 2007. The RCE Greater Sudbury has transformed from cultural emphasis of a Healthy Community to a strategic direction which emphasizes well-being at both the individual and community levels. Broad sector partnerships and focused outcomes have guided the last 10 years and more specific intervention around play and learning will guide the next few years in the following areas:

- mapping of existing formal and non-formal strategies in the City of Greater Sudbury around poverty reduction,
- new projects and activities to meet overall objectives of the Healthy Community Charter, and sustainable communities
- identifying formal, non formal and informal educational opportunities for sustainable development and individual health and wellness.

Article 31 of the United Nations Convention on the Rights of the Child: "That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. That member governments shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity."

In keeping with our renewed community action around a healthy community and individual health and well being, we will be expanding upon play as an element of development, and one which encourages barrier free access and universal programming inclusive of all citizens in our community. Some examples of this would be the Feel Free to Feel Fit Swim Program, creation of community maps for free recreation opportunities, Snow Day (unstructured activities in a winter carnival theme), Free Skate Exchange, 55 neighborhood outdoor rinks, Sudbury Children's Water Festival, targeted placement of play opportunities such as splash pads and basketball courts, Pond Hockey Festival on the Rock. This session will outline previous transformations in the City of Greater Sudbury and our plans to move forward, focusing on individual wellness of our children through play.

Healthy, complete outdoor playspaces: A healthy public policy project

Monique Beneteau (Canada)

Injury rates on playground equipment reported in 2012 were higher in Peterborough than anywhere else in Ontario. These statistics prompted Peterborough Public Health to explore this issue. A brief literature review on playground safety led to a discussion on playground equipment and maintenance with school board representatives and recreation managers. We learned that these play providers have no plans or policies around playspace design and that major decisions on playgrounds were based on cost and CSA compliance. From these discussions, a bigger question emerged: Were children getting the best playspaces for healthy child development.

A larger literature review was conducted covering such topics as play and child development, outdoor play, outdoor playspaces, risky play, risk management, injury prevention and safety, physical activity and the built environment. The findings were summarized in a technical report entitled *Outdoor Playspaces for Children: An Evidence Review*.

A draft of the report was presented to an external Technical Advisory Committee made up of representatives from municipalities, school boards, schools, parent councils, early childhood education, landscape architecture, disabilities advocacy, and environmental stewardship. The consultation had two purposes: 1) to ensure coherency and stakeholder relevance and 2) to identify various products (e.g., position statement, checklist) that will assist play champions to advance the concept of a healthy, complete outdoor playspace to their policy-makers.

Through the evolution of this project, it became clear that this report created a foundation of evidence that assisted public health in advocating for municipal and school-based play policies. As a result, Peterborough Public Health is developing a position statement on Healthy, Complete Outdoor Playspaces for Children. The goal of this presentation is to share the journey from problem (high injury rates) and stakeholder engagement to influencing healthy public policies.

8K – Galvanizing an outdoor play movement in Canada

Shawna Babcock & Christine Alden (Canada)

Outdoor Play Canada began as a group of academics, researchers and community based organizations that came together to further understand the evidence connecting healthy child development with outdoor play.

Through our collective efforts and the leadership of the Healthy Active Living and Obesity Research Group (CHEO-HALO), led by Dr. Mark Tremblay, the 2015 Position Statement on Active Outdoor Play was published and launched in June 2015 by ParticipACTION, supported by The Lawson Foundation and Ontario's Ministry of Health. This position statement was informed by two systematic reviews, which rigorously examined the literature on outdoor play and risky play. The outcome of this publication included the formation of a core leadership group to disseminate the findings, increase the impact of the Position Statement and strengthen the outdoor play movement across Canada. With support from the Ontario Trillium Foundation we are working collectively to design a co-ordinated, collaborative and collective impact approach to reach our shared vision that every child in Canada has increased opportunities for outdoor play in all settings.

The 2017 International Play Association World Conference in Calgary provides us with an invaluable platform for a roundtable discussion that gathers broad input on a Canada wide strategy. We will build the discussion on the

evidence-based knowledge around themes that include a child's right to play, healthy child development, equity, community and public spaces (built environment) and access to nature and the outdoors.

In this roundtable, stakeholders seeking to align their efforts and collectively ignite the outdoor play movement in Canada are invited to engage with, contribute to and discuss our collective impact strategy and implementation plan. Dialogue outcomes will include increased collaborative knowledge and consensus building to positively impact social change, policy and practice for a measured, aligned and co-ordinated effort. Discussion will include identifying community stakeholder needs to advance outdoor play, creating relevant opportunities to engage influencers and build a stronger movement, strengthen communities of practice, influence policy and support systems change.

Canadian and international participants are invited to share their experiences, insights and expertise to make a marked impact on outdoor play in Canada.

8L – Who's got the bear spray and other empowering adventures of Forest School and Nature Kindergarten educators

Lisa Menzies, Wendy Yuen & Sayward Wilkinson-Blanc (Canada)

"I feel like a tiger that has been let out of it's cage", Early Childcare Education, Practicum student

In the spirit of the Forest School ethos, this outdoor, round-the- fire (yes, outside and around a camp fire) story-telling and discussion session will bring together forest school and nature kindergarten educators with policy makers, educators and administrators to share first hand experiences and support for engaging educators in risk alongside children's play outdoors and "beyond the fence". There is a significant amount of research and discussion regarding the value and necessity of allowing children risk in their play. This participatory session will share the transformations that educators have experienced through stories of "being let outside their cage" and the emotional impact these experiences have had on their well-being, resilience, inspiring playfulness, flexibility and creating a sense of freedom and empowerment as educators and as a result an increase in quality education and care.

Through oral story-telling this session will address some of the issues related to outdoor play, including educator preparedness and attitude, the need for risk-benefit assessments, risks inherent in both urban and rural public environments without walls and fences, educator engagement and playground design.

Educators will share about their encounters in both rural and urban settings looking at the opportunities that exist "beyond the fence". Educators, students, policy makers and post-secondary education administrators will have the opportunity to hear first hand stories of the experiences and benefits of outdoor and nature work to open up dialogue around what happens for children and for educators when they are challenged and experience exhilaration through risk they encounter themselves and when they allow children in their classes to experience risk in their play.

Participants will be invited to reflect on the stories shared and engage in dialogue to affect change.

9A – Play, leadership and children's meaningful participation in decision-making

Sarah Dennene & Laura Wright (Canada)

Globally, never before has there been such formal support of children and young people's meaningful participation, nor has there been so many attempts to make it a reality (Butler and Teamey, 2014). Despite this support,

institutional structures and adult decision makers have not been able to engage in a paradigm shift in order to involve children meaningfully, effectively and sustainably (White and Choudhury, 2007). Moreover, Children's rights education is a key to fostering a culture of respect for children's rights. Within this context, play, is an integral part of our humanity and support children to develop leadership competencies that foster life skills for actively engaging in decision-making opportunities in their lives and communities. Furthermore, play is integral to all human learning and development (Kolb and Kolb, 2010) and can be integrated into adult child spaces to foster collaborative decision-making and learning opportunities. Play-based activities play a role in making it possible for children to express themselves, to increase understandings about their rights and about their lives. This participatory panel will use a social ecological, child-rights, and sociology of childhood approach to explore the role of play in fostering dialogue for change, in making human rights meaningful for children and for development of recommendations for government and civil society on children's rights. The panel will: 1) introduce the theory and framework of the proposed approach; 2) explore play for children and youth's leadership and meaningful participation/agency in national decision-making and children's rights education; 3) introduce two case studies of youth driven programs; 4) conclude with recommendations for those working in partnership with youth in the child rights sector. The case studies showcased will be a Canadian Shaking the Movers, youth led conference for younger youth (ages 11 to 17) focused on the United Nations Convention on the Rights of the Child (UNCRC), as well as Moncton's International Summer Course for the Rights of the Child Youth Rapporteur program, which includes a youth only and youth and adult collaborative learning space. Recommendations will be framed around findings from the case studies as well as theory and research in the sector.

HIGH FIVE: How Canada is leading the way on quality children's programs

Fern McCracken (Canada)

HIGH FIVE is Canada's quality standard for children's programs. The Standard was established more than 15 years ago on the basis that quality matters and that research stated people are more likely to stay active for life if they have a positive experience as a child. Since then, the Standard has been used by hundreds of organizations to provide more than one million children annually with positive experiences in programs. HIGH FIVE provides organizations with training, scientifically-validated tools and policies needed to be successful. It allows organizations to measure and assess program quality so that they can be intentional about relationship building and the resulting positive experiences for children. In this interactive session, learn about the research based HIGH FIVE Principles that are essential to creating quality experiences for kids and how organizations are benefitting from evidence-based decision making using the HIGH FIVE Database. Learn how you can intentionally program both structured and unstructured play in order to achieve positive outcomes for children.

9B – Rediscovering play: The importance of play for families with children living with impairment

Brandi Heather, Jessica Schurman, Nicole Hollman, Jamie Anderson, Brianne Fratter & Dawn Hammerschmidt (Canada)

"Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child."(Ginsberg, 2007). Yet families with children living with impairment often forget how to play with their kids because their world is often filled with therapeutic interventions, appointments, the demands of allied health professionals, educational and medical professionals.

Come and listen to how health, education, and community recreation can help to develop "play moments" for families. Come hear the importance of a single moment when families are doing something, disconnected, unfocused,

unjudged, unprescribedjust for the pure joy of doing it. Come hear from families who have learned how to play at home and in the community, and connect with those families that work at it every day. Begin to understand the positive social, emotional, and cognitive affect that community and therapeutic play opportunities can have on all members of the family, including siblings and caregivers.

This session will be facilitated by Brandi Heather, Adapted Physical Education & Play Development Specialist "I have spent years with some of these families and they teach me every day the value of play, moving and laughter. Let them tell you how as professionals we need to adapt our way of practicing to include more intentional play moments" (B, Heather).

This session will answer the questions:

- How can we help to develop play opportunities for families with children with disabilities in our community?
- What are the social, physical, and emotional benefits of learning to play as a family after diagnosis?
- Why are these families struggling to find time to play?
- How can we adapt some everyday activities to include more play opportunities?
- How can therapeutic play help families to reconnect?

The Panel will include parents and family members with children living with Autism, Down Syndrome, Retts Syndrome, Developmental Coordination Disorder, Coffin Siris Syndrome 1 and other global developmental delays.

9C – Freeing play and learning: An exploration of faculty members' beliefs and practices in higher education

Marleah Blom & Miranda D'Amico (Canada)

The purpose of this presentation is to provide information about a doctoral research study (Blom, 2015), which was dedicated to help promote children's play and learning by exploring the beliefs and practices of faculty members responsible for educating upcoming early childhood educators within post-secondary settings. As major players in the early childhood teacher education professional system (Horn, Hyson, & Winton, 2013), what faculty believe, what they do and how they do it may influence what early childhood educators do within their own classrooms. Faculty members thus play a role in developing (a) what early childhood educators know about play, (b) educators' skills to foster play and learning within early childhood environments, as well as (c) opportunities for educators to reflect on play within their own adult lives. Information about individuals responsible for educating the upcoming early childhood education workforce, however, is extremely limited (Byington & Tannock, 2011), especially in Canada.

Through the use of images, narratives and interviews, this study centered on eliciting 19 faculty members' beliefs about play and learning as well as related teaching practices used when teaching preservice educators in various recognized post-secondary Early Childhood Education programs across Canada. Findings reveal that faculty members perceive that children learn through play, advocate for free play for children in early childhood education settings and express concerns about the decline of play in children's lives. Aligned with their beliefs about play and learning for adult learners, faculty members' teaching practices within higher educator settings are structured and goal oriented. Contextual factors that help or hinder implementation of play and learning in higher education were identified as well as recommendations for faculty professional development.

Within the presentation details about this particular study will be provided, including the study's main research questions, rationale, methodology, and key findings. Implications of the findings will be discussed along with recommendations for continued investigations into play and learning in higher education.

Pre-kindergarten teachers' journey to seek ways to infuse, not impose, learning in play contexts

Jiwon Kim (US)

The question of how to reconcile the perceived tension between play versus content (mathematics) learning makes the case for a research study. Pedagogically, early childhood curricula documents worldwide have long separated subject content instruction from their main discourse around play (MacNaughton, 1999). Traditionally, the concept of play is associated with activities that are self-directed, spontaneous and experiential, suggesting that children's freedom should not be limited through adult control (Hedges, 2014; Tzuo, 2007). In contrast, the common understanding of 'content learning' is associated with more formal and direct approaches to learning with a greater role played by adults (Rogers, 2011). Thus, in practice, this image of play as a vehicle for learning deemphasized the content teaching elements of pedagogy, without fully investigating how play and content teaching could be reconciled and how this reconciliation may benefit children's learning. The aim of this study is to investigate pedagogical tools and approaches that may be useful for teachers to promote learning without disrupting children's play.

This study has suitable contexts for it because the study involves a two-year-professional development for 4 year-old pre-kindergarten program, which aimed to teach educators about culturally and developmentally responsive pedagogy by connecting Funds of Knowledge, early mathematics learning, and play-based pedagogy. Based on PD discussions, teachers' assignments and reflections, classroom observation field notes, and interview data, this study will examine how participating teachers navigate pedagogical possibilities to resolve perceived tensions between play and content (mathematics) learning and thus to better facilitate learning while protecting children's right to play. The scope of pedagogical possibilities involves building reciprocal relationships, noticing learning moments during play, documenting information, assessing in alternative ways, and contextualizing content subject. The findings of this study have useful implications for curriculum design, teacher education, and the daily pedagogical practices of early mathematics in play-based classrooms.

Digital play: Embracing pop-culture and creative storytelling in the virtual early childhood education adult classroom

Carolyn Bjartveit & Bev Mathison (Canada)

In an online post-secondary level Early Childhood Education (ECE) degree course, we sought to playfully interrupt and transform early childhood educators' conceptions of children's play scripts provoked by contemporary popular culture. The goal of this study was to embrace the imaginative potential of pop-culture narratives—the stories that educators often problematize—and extend their thinking about what constitutes children's play.

By attending to how adult students "play" in virtual spaces, we conceived of an imaginative co-creation—a fluid and spiraling narrative that was produced by the class participants. Cognizant that some educators are reluctant and even refuse to allow children opportunities to create play-scripts centred on pop-culture themes, the class collaborated on a fantastical tale inspired by the Disney film, *Frozen*, and included course topics, classroom observations of play and their own childhood memories and lived experiences.

Vivian Paley's (2004) ideas about the connections between storytelling and play provided a creative impetus to the fictional narrative imagining exercise as did Jackie Marsh's (2014) concepts of media, pop-culture and play in virtual worlds. Eliciting the literature of children's play experiences through fictional story-writing, and "play" as a contemporary aspect of creative thinking, the educators entered imaginary worlds of their own making.

Unlike a traditional online course format that often incorporates textual readings, posts, and responses, we sought to foster a virtual space in which the educators buttressed theories about “play” and “imagination” in a deeply felt, experiential, and playful manner. The educators gained a deeper understanding of themselves, the nature of children's play and issues related to pop culture scripts and digital play. Likewise, this narrative experience showed the potential of play in a virtual learning environment. The project draws on our previous work related to innovative practices in online ECE learning.

9D – How to assess the 'play value' of a setting or space

Kirsty Wilson & Gemma Saunders (UK)

Our this process will enable practitioners to:

- Identify and highlight the current and missing aspects of a given play environment to maximise on the environmental affordances available. “the possibility of an action on an object or environment.” James J. Gibson
- Understand the physical components necessary to create exciting and dynamic play spaces
- Help assess the play value against a methodology which in turn will help avoid duplication and utilise available resources more effectively.
- Take an informed and considered approach to improving the play offer in a space.

MakerSpaces: The evolution of constructive play

Julie Ramsay & Elan Lamontagne (Canada)

The MakerSpace movement has provided new avenues for elementary schools to support extended learning and play opportunities for children. Through the use of open ended materials, simple technological tools, and design thinking models, children are encouraged to experience empathy, build theories and prototype their ideas. MakerSpaces are the evolution of constructive play. They are places where children tackle authentic and real life problems and utilize materials to ideate, invent, create, and make. Learn about the MakerSpace journeys of two Canadian elementary schools.

9E – Nature and play – Planning for ‘Tomorrow’s Children’

Ifat Gal Shpaizman (Israel)

Play time and education have always existed side by side. For many decades children were taught and educated in institutions that have not understood the importance of play and especially open natural play, in their development. Today, most of the education institutions are alike – big, flat and empty. More and more turn to plastic and rubber, asphalt and paving, where trees, hills, logs and hiding places are gone.

14 years ago, I started my journey as a landscape architect, in improving and changing the outdoor of schools and preschools, from the department of education, through city halls and then to the parents themselves, trying to create a knowledge that was not there – the understanding that our children do not get what they need for their best development, and finally to plan and built new outdoor play yards which will answer all their needs.

We wanted to show that these environments are good for all ages, and all socio economic status of neighborhoods. We began our first project two years ago, in Hadera, in a low class, neighborhood, in a school with many “problematic

children" with a hard life background. The project was implemented by me and the school's principal and staff, and with the children of course. It was a huge success and has become a haven not only during school hours.

In the last year, the department of education has shown interest, and we have written a document providing architects and city engineers with new elements that should be implemented in schools yards, and a knowledge of how to plan the yard correctly, and what it should contain. In the last year we have build more kindergartens and parks, including all the stages of implementation: Explaining the idea, planning, and finally building it. These days we are entering the stage of evaluating. Many more schools have been planned and are waiting to be built these year. Children are in schools 30-60% of their awakening hours. Those are the most important environments for us to think about, and make as good as we can.

Re-imagining & rebuilding public elementary schoolyards: City-wide initiatives, strategies, & lessons learned

Bambi Yost & Taylor Danger (US)

In this session authors will share lessons learned from a successful citywide, public-private, initiative which resulted in the complete reconstruction of 96 Denver Public School playgrounds in Denver, Colorado. In addition, lessons learned from a newly begun community-based schoolyard initiative in Philadelphia, PA will also be shared. Authors will present these two city-wide cases, highlighting similarities and differences, as well as challenges and opportunities. An extensive literature review on the benefits of rebuilding schoolyards with community; the benefits of green spaces in otherwise highly urbanized settings; and economic benefits of rebuilding city infrastructure specifically on and around schoolyards grounds these two initiatives. In addition, quantitative, qualitative, and mixed-methods research findings from 1998-present will be shared in an effort to expand a growing body of research focused on active living, social and environmental justice, greened schoolyards, and participatory community-based schoolyard design. And finally, authors hope to share strategies for moving forward in a complex and politically charged world. This session will include examples of both successes and failures when planning and designing in the public school realm in two very different urban settings.

Promoting children's right to play using locally made playgrounds in Papua New Guinea and Tonga

Kym Simoncini (Australia), Victoria Carr (US) & Elisapesi Manson (Papua New Guinea)

The United Nations Convention of the Rights of the Child advocates safe environments for children to exercise their right to play and for schools to promote children's play (UN Committee on the Rights of the Child, 2013). Playgrounds in schools provide children opportunities to exercise their right to play. In Pacific Island Countries including Papua New Guinea and Tonga, schools typically have large grassed areas rather than western style playgrounds and children are usually not allowed to play during recess and lunch. This paper reports on the processes and outcomes of three locally made playgrounds in two primary schools in Papua New Guinea and one in Tonga. We used participatory methods to design the playgrounds and local volunteers and local materials to build the playground. The playgrounds reflect the culture, community and environment where they are located. The playgrounds have increased both teachers' and parents' awareness of children's right to play and the developmental benefits of play. Our experience demonstrates that creating a challenging and exciting environment for play does not have to be costly and can be completed by a small number of committed volunteers. We urge other schools in the Pacific to create their own play environments using local materials in order to realise children's right to play at school.

9F – Putting outdoor learning into practice through time spent outdoors

Hartley Banack (Canada)

There is much literature on the benefits of nature and time spent outdoors (Chawla, 2015, Gill, 2014), including implications for curriculum and pedagogy, physical health and well-being, and developing an environmental ethic. This workshop invites educators of all ilk to experientially participate in creating an instantiation of outdoor learning through a time spent outdoors conference workshop session. Rain or shine, we will head out to experience the local outdoors, permitting infusion of our reflections on play with "fresh air". Following an immersion model used with post-secondary students (mainly pre and in-service K-12 teachers) during an introductory outdoor education course in a Canadian faculty of education, the workshop will permit participants to feel more capable of increasing time spent outdoors in their own work and personal lives. Based on lived experiences of the workshop facilitator, Dr. Hartley Banack, through his work with teachers to increase outdoor learning in formal learning contexts, the workshop is easily relatable to many situations (read: fun for the whole family!). The workshop experience will be directly transferable from the conference setting to any participant's lived context, as well as allowing participants to consider tangible and measurable outcomes, scaled to various degrees of immersion, corresponding to their setting. This even makes collecting follow up data on implementation possible.

This session will be totally accessible, and timelines can be shifted. Participants should understand that this is an outdoor session, and the variety of shifts in conference expectations this may mean, including appropriate clothing. A scan of the conference site will be conducted prior, to allow for consideration of inclement weather. In addition to the individual benefits listed above, this session will get conference delegates to interact with one another in ways that they may otherwise not, allowing for healthy community relationships to develop, as well as being really full of play.

9G – Play across the lifespan and the temporary production of space in cities

Gregor H. Mews (Australia)

Public spaces in cities offer a range of opportunities for social encounter. In the pursuit of increased liveability of cities, these spaces are subject to targeted design interventions that are based on the ambiguous concept of amenity. However, amenity prioritises some types of uses through design for certain needs or desires¹. It could be argued that one of the fundamental functions of public space is a setting for informal and non-instrumental social interaction or play. This idea created a counterpoint argument to contemporary urban design practice in relation to the public realm in cities.

Stevens' (2007) research on *The Ludic City* provides a theoretical foundation for the investigation of play in the city, which allows for a consideration of non-functional uses of public spaces. The presenter argues that the play concept could be applied as a heuristic device to reveal complex insights about public spaces.

The presentation will showcase a methodological strategy that is designed around the concept of play associated with the study of social life in public spaces (Gehl, 2013) and social life in streets (Whyte, 1980).

The author will present findings of the first pilot from two different cities in two distinct different cultures, Potsdam in Germany and Canberra, Australia.

This may inform the discussion in relation to the suitability of different methods that reveal dynamics of space through the play concept in cities. The findings can contribute towards gaining a better understanding of the play concept, suitable research methods and the overall dynamics of public space. Urban designers may be able to better

determine the dynamics of social life in streets through the play concept. This methodology could enable pathways to provide spaces for social life in street environments.

Network of play in Munich (Double Presentation)

Gerhard Knecht (Germany)

Our name is our programme: Spiellandschaft Stadt wants to help to provide a playful, child and family orientated city in Munich. It is a network of many associations and people, who work together. They know that cooperation and participation help to develop a sustainable effort. The associations are from different types: they have to do with play and games, architecture and landscape. The people, who work with us, have different professions: they are artists, lecturers, craftsmen, social workers, physicians, students. What they want to do: To create a playful city by working together. Spiellandschaft Stadt promotes the right to play by different ways: Actions and activities - every year we realise a lot of projects such as playing round the corner, play and games in schools, playing in real space and in cyberspace, creating games and toys together with the children from everyday material, playing in schoolyards and close to the house, transforming parking lots to playing fields, etc.

Pressure group to fight for the right to play - we are also a part of different groups to help to promote play and games all over the city: e.g. Commission of playgrounds, commission of architectures for the new part of the city: Riem. We have close contact to politicians and administrations of the city council, who deal with the welfare of the youth, children and the environment. The Arbeitsgemeinschaft Spiellandschaft Stadt is closely linked with the municipal committee for Play of Munich (Spielraumkommission). Its work is based on the Concept "Play in Munich", that sums up all issues that politicians, administration and organisations have to follow up in regard to make Munich a playful and child friendly city.

This Presentation will be held in a symposium with the title "Playing in Munich: Networking & Projects since more than 30 years", together with Karla Zacharias, Evelyn Knecht, Michael Dietrich, Gerhard Knecht and Christa Knappik.

9H – Play space design and equipment standards: The case for reform

Tim Gill (UK), Susan Herrington (Canada), Harry Harbottle (UK), and Mariana Brussoni (Canada)

It is unarguable that playground design has become increasingly shaped by safety concerns over the last few decades. Equally clearly, the development of safety standards for playground equipment and surfacing has been central to this shift. Such standards have been in existence for at least 80 years. However, the 1970s and 1980s saw a dramatic expansion in their content, coverage and influence. In many jurisdictions, play space design is now seen as simply a matter of arranging a selection of pieces of standard-compliant equipment on an area of standard-compliant surfacing.

For most of their existence, standards have largely been seen as a set of objectively based and unquestionably beneficial and reasonable aids to the design and construction of play spaces. Over the last decade or so, this view has been challenged. Questions have been raised over their focus on risk reduction, their evidential basis, their proportionality, their ability to cope with different contexts and cultures, their links with commercial interests and their influence on design, operational, regulatory and legal judgements. These questions have extra urgency, given the global move towards transnational product safety regulations.

This symposium will take a critical look at the creation, content and application of standards, and will open up debate on how they might be rethought, revised and reframed. Each speaker will provide brief introductory remarks to frame the issue from their respective perspectives and disciplines, including landscape architecture, play space design, risk management and injury prevention. The majority of the symposium will be dedicated to a moderated audience debate discussing issues raised and other emerging themes. The aim is to collectively consider recommendations for reform of safety standards.

9I – A Constructivist Grounded Theory of Understanding Preschool Teachers' Beliefs about Young Children's Outdoor Play

Ji Hyun Oh & Kristen Kemple (US)

The purpose of this study was to gain understanding of preschool teachers' beliefs about young children's outdoor play and to describe individual teachers' personal experiences with regard to outdoor play on a more naturalized playground that has been newly developed in their work site. A constructivist approach was used since this study mainly focused on individual teachers' beliefs. For primary data collection, three in-depth individual interviews were administered and concept maps were collected as secondary data to portray individual participants' beliefs and knowledge to supplement the findings of this study. For data analysis, Charmaz's (2006) constructivist grounded theory was employed using two steps of coding, initial and focused. Major emerging themes generated from this study included: 1) Teachers

value outdoor play for educational, developmental, and well-being purposes, 2) Teachers perceive that natural outdoor environments promote learning and development in their own unique ways, and 3) Teachers attempt to provide quality outdoor play by performing various roles during outdoor play. First, the preschool teachers' beliefs about the value of outdoor play included promoting freedom. The teachers also perceived that outdoor play is beneficial for facilitating young children's development in different domains, such as physical, social, emotional, and creative. Second, the preschool teachers' beliefs about young children's outdoor play in natural environments included benefits such as promoting hands-on learning, sensory development, and use of imagination and creativity. In addition, the teachers in this study perceived that interactive experiences in the natural environment enable young children to develop their sense of appreciation of nature. Third, the preschool teachers in this study served various roles for providing outdoor play. The teachers perceived being a safety supervisor as their most important role during outdoor play. Additionally, barriers for providing outdoor play were specified, and they appeared to be related to the teachers' preparations and planning for providing outdoor play. The constructivist grounded theory of understanding preschool teachers' beliefs about outdoor play were expressed as a series of proposition statements based on core themes and categories grounded in the data. The implications for researchers and practitioners will be discussed at the end of the presentation.

The Investigation of Early Childhood Educators' Perspectives Towards Outdoor Play

Hatice Sebnem Cetken & Serap Sevimli-Celik (Turkey)

The benefits of playing outside for children of all ages are everlasting. Simply spending time outside gives children the opportunity to take part in activities that helps them to improve imagination, flexibility, adaptability, and empathy. Through the exploration of their environment, children master many skills that encourage confidence and self-esteem. Therefore, it is necessary for teachers to think outdoors as an extension of indoors so that they could arrange environments supporting children's whole development just as they do for the indoors. In the current research, the aim is to investigate the preschool teacher's perspectives and practices in regard to outdoor play. Through an open-ended questionnaire, thirty private preschool teachers' responses were collected. In general, the results indicated the

teachers' positive attitude toward outdoor play. However, due to the busy schedule of the schools, the weather conditions, and the parental attitude, most of the teachers stated the limited time for daily outdoor play. The results could provide a basis for understanding the value given for outdoor play and the necessity for advocating the importance of outdoor play during in-service and pre-service teacher education.

Outdoor Play for Children: Opportunities and Teachers' Perception

Tolu Okoruwa (Nigeria)

Outdoor play is important for children to master physical and motor skills. It helps them express freedom and independence, while preventing obesity and health related issues. Unfortunately, outdoor play is fast disappearing from Nigerian children's lives, particularly at home. This is as a result of parents' tiredness due to overloaded work schedule, fear of injury, traffic and the threat of kidnapping. This leaves the school with the responsibility of making up for the inadequacies by providing more opportunities for children to play outdoors in school. This study, therefore, examines preschool teachers' perception of the importance of outdoor play for children, the opportunities provided in schools for outdoor play as well as the roles of the teacher during outdoor play.

The descriptive survey research design was adopted. The sample comprises of two hundred and fourteen preschool teachers randomly selected from 15 private and 9 government-owned schools within Abeokuta metropolis, Ogun State, Nigeria. A questionnaire tagged 'Outdoor Play Teachers' Questionnaire' with reliability coefficient of 0.873 was used for data collection.

The results revealed that majority of the sampled teachers believed that outdoor play prevents obesity, improves children's mood, enhances creativity and helps children understand and respect nature among others. However, it was believed that children make a lot of noise that disturbs neighbours, get injured and could be lost or kidnapped during outdoor play. Children mostly played outdoors during break time (of about 40 minutes) or after school hours while waiting for their parents to pick them up from school. Outdoor play never occurred before morning assembly or during teaching hours. The roles of the teacher whenever outdoor play occurred include supervision and passing instruction to children. However, about a third of the teachers reported using cane to enforce obedience to instruction and spent the time either resting or doing other school duties. It was recommended that more opportunities should be provided for children's outdoor play. Teachers also need to be educated about their roles during outdoor play as well as how to integrate outdoor play into their teaching so that children could benefit maximally.

9J – Leading the ways to play

Graham Jones, Michelle Wong, Julie Guimond & Heather Cowie (Canada)

The City of Calgary is embarking on a new play initiative - one that encourages greater independent play, riskier play and a reconnection with nature. Our mission is to challenge children and parents to 'rethink' outdoor play. As hosts of the 2017 International Play Association Conference, Calgary Parks and Calgary Recreation are working on a number of play-related initiatives to leave a legacy that will transform attitudes around play and to revolutionize the face of playgrounds in our city. We are focused on building new and creative capital play infrastructure, implementing innovative engage techniques for design, and utilizing research and data tools will allow us to make the correct decision on what to build and where. From research through grant funding on parent barriers, piloting programs and developing a Play Charter to modifying Parks standards and guidelines on city playgrounds and challenging the ever restrictive CSA Guidelines. The City of Calgary has joined 25 other organizations as a member of the Play Sector Development Team to promote and broaden the understanding, value, importance and participation in, for and about

PLAY. This session will share our experiences, strategy, and roadmap on how the City of Calgary is leading the ways to play.

9K – Changing children's outdoor play experiences through an innovative professional development model

Beverlie Dietze & Peter McCracken (Canada)

Early childhood education is a complex field of practice. One of the more challenging perspectives currently in the field is the movement toward increasing the time and levels of outdoor play experiences for young children. In Canada, most early learning programs operate under provincial and territorial policies and standards of practice that are intended to regulate outdoor play. Despite government policies, early learning professionals are often reluctant to take children outdoors and if they do, the levels of children's engagement with play and nature are limited (Davis, Greenfield, Harris, Starbuck & White, 2011). Often, early learning professionals and elementary teachers have limited studies or professional development related to outdoor play.

In most provinces, early learning professionals are expected to engage in continuous learning. However, the types of continuous learning are generally self-selected and often based on what is available within the community. Workshops of two or more hours are the most prevalent form of professional development, even though research suggests that a single learning event such as a workshop has limited impact on changing practice (Joyce & Calhoun, 2010).

As a way to advance outdoor play in two Nova Scotia rural communities, champions from the provincial Department of Communities, Culture and Heritage and five community health boards, posed the following research question: Will the duration of outdoor play and the quality of programming be increased if there is a specialized professional development model that includes leadership capacity building, workshops, on-site training and coaching, and if so, will the practices be sustained? This presentation will provide an overview of the innovative professional development model used to advance outdoor play in the project communities and advanced dialogue about outdoor play and the outdoor play professional development models in other Nova Scotia communities.

9L –Collaborating to support play-based learning

Colleen Friendship, Eileen David & Christine Vanderree (Canada)

Our project is a reflection of 7 years of collaboration and learning together. Eileen David is a kindergarten teacher at Queneesh Elementary School and Colleen Friendship is an ECE who facilitates the StrongStart program. They have been supporting play based learning in a play partnership in which the neighborhood kindergarten class comes to play at StrongStart once a week. This collaboration has allowed Colleen and Eileen to expand play experiences and enrich the learning for children. When School District 71 moved to full day kindergarten and more play based learning Colleen and Eileen collaborated to share their questions and learning. This workshop will allow participants to hear Eileen David Kindergarten Teacher, Colleen Friendship ECE and Christine VanderRee the school administrator speak about their challenges and successes to support more play and collaboration in their school.

We will share a visual presentation and then explore in groups some of the topics and challenges that we have faced. Questions such as:

1. How do adults become play partners?
2. What school Supports are needed to ensure time, opportunity, and equipment?

3. How do support parents understanding of the value of play?
4. How has this rich play experience supported the Kindergarten Curriculum?
5. How does working together support development of philosophy regarding play topics.
6. How can we support the use of loose parts, taking the children's lead.

We will close the workshop sharing some of the work we have done to advocate for the importance of collaboration and respect for our roles in play based learning.

Designing joyful literacy learning environments

Heather McKay, Rachel MacDonald & Divya Devender Kraft (Canada)

When we think about literacy learning, it is not only important that we teach students how to read, write, speak, and think but equally important that we foster students who want to live as writers, readers, and contributing members of society. As Dean Shareski states, "The idea of joy is a somewhat elusive concept, and even though it can come upon us quickly and organically, we can also create the conditions for joy to surface and ultimately become part of the culture" (Embracing a Culture of Joy, 2016). This playshop will invite participants to use play as an approach to uncover possible answers to the following questions:

- Why are joyful literacy learning environments important?
- How is play integral to joyful literacy environments?
- What do joyful literacy learning environments look like?
- How are joyful literacy learning environments constructed?

Now more than ever we need to find ways to create environments and experiences that engage our learners as active participants in learning. Building on the above focusing questions, participants will investigate Project Zero's working papers about how pedagogy of play impacts learning. The elements of choice, wonder and delight will be experienced and examined as key aspects of playful learning. Participants will leave this playshop with concrete examples of how The Calgary Board of Education is embracing a pedagogy of play within their K-12 literacy strategy, as well as a network to support shared interests in approaching and strengthening a pedagogy of play in learning environments.