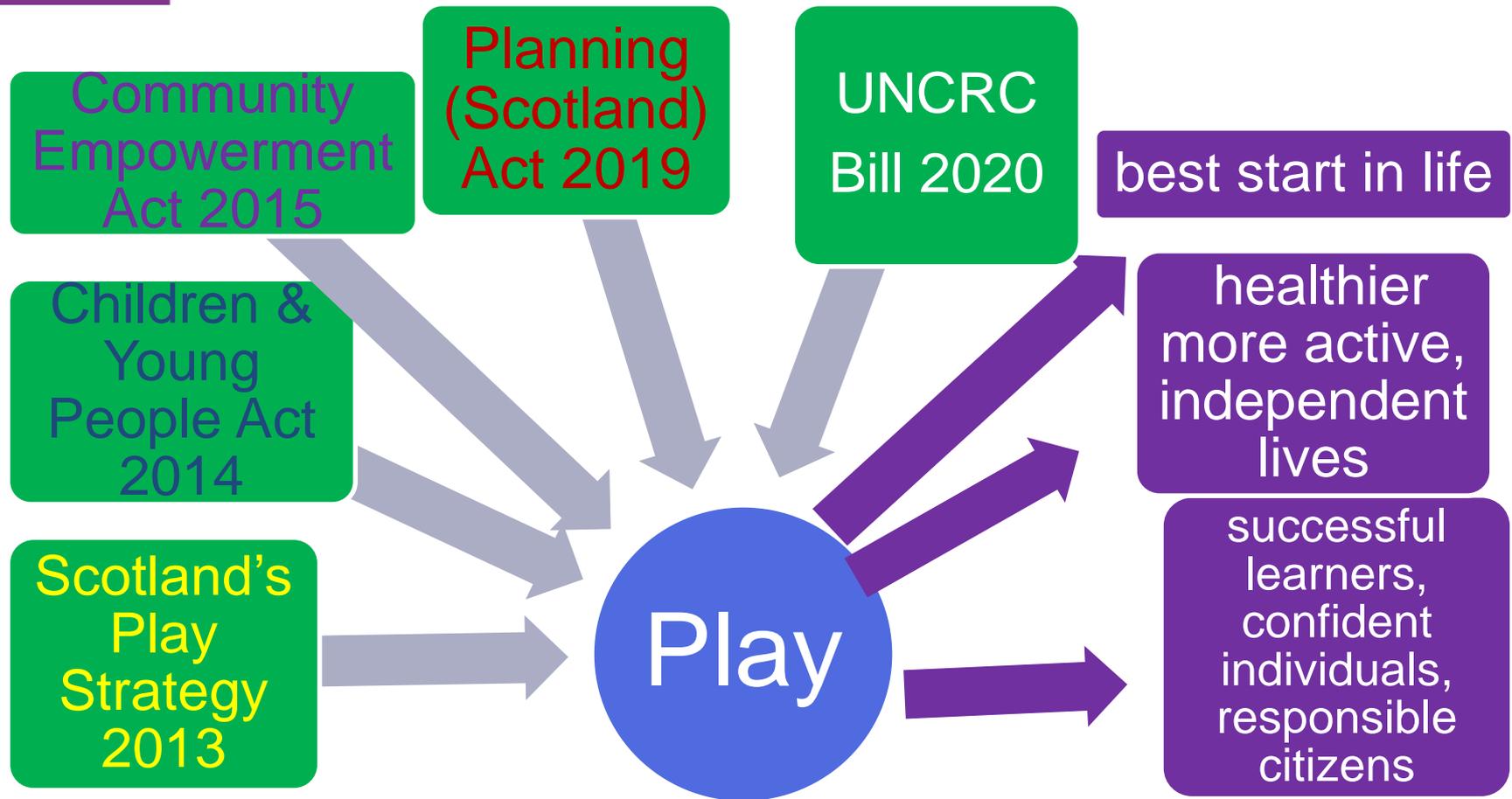

Play is a social justice issue – planning for play reduces inequality

Access to play is not equally
distributed in Scotland
(*McKendrick, 2016*)

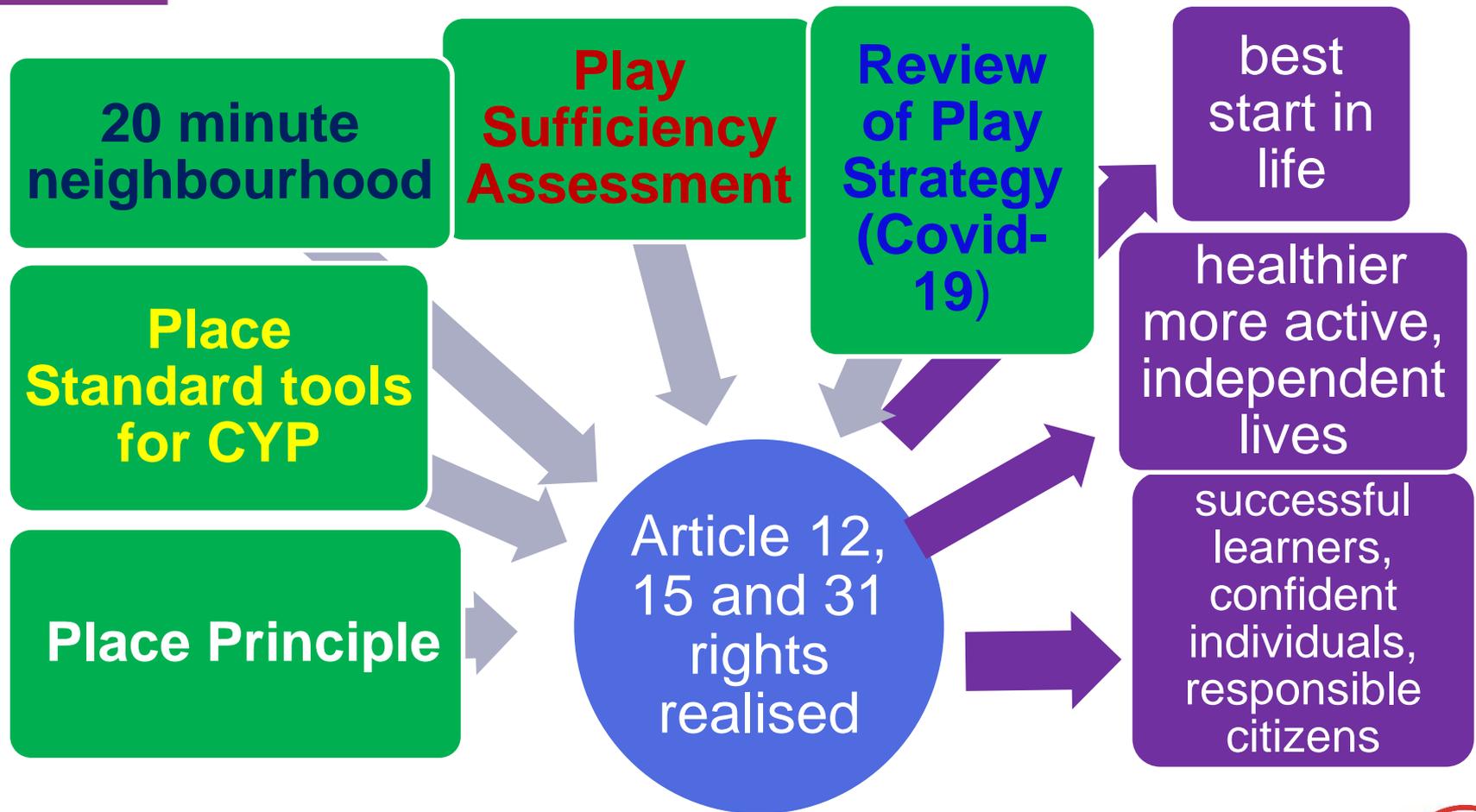
Marguerite Hunter Blair
CEO Play Scotland



Scotland has a well-developed policy context for play



Planning for play: rights-based, wellbeing focus



Play builds Community

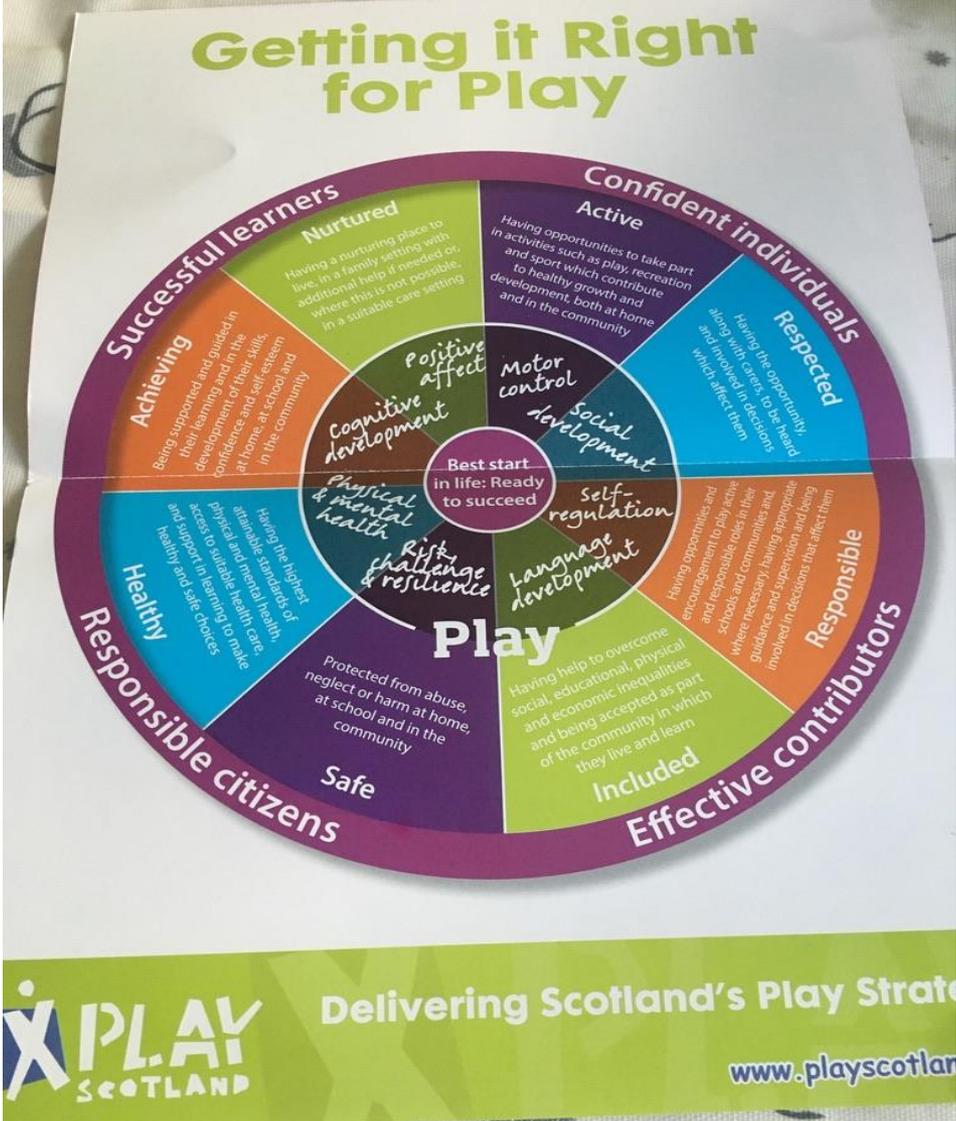
- Play is a powerful builder of happy, healthy, capable children. It also benefits families, communities and society



Children need to play to survive and thrive



indoors
sedentary
supervised
poor physical literacy & strength
overweight
life expectancy stalled



#PlaysTheWay

Basic movement skills development stalls age 10

Fundamental movement skills running, jumping, catching and kicking can be mastered by 8 years old but

- one in four cannot run properly
- one in two cannot kick a ball properly
- and less than one in every five can throw a ball.

“Develop confidence and competence for our children then they won’t stop playing and that’s what you want. Children at play for as long as possible every day of the year.”



Getting it Right for Play vision



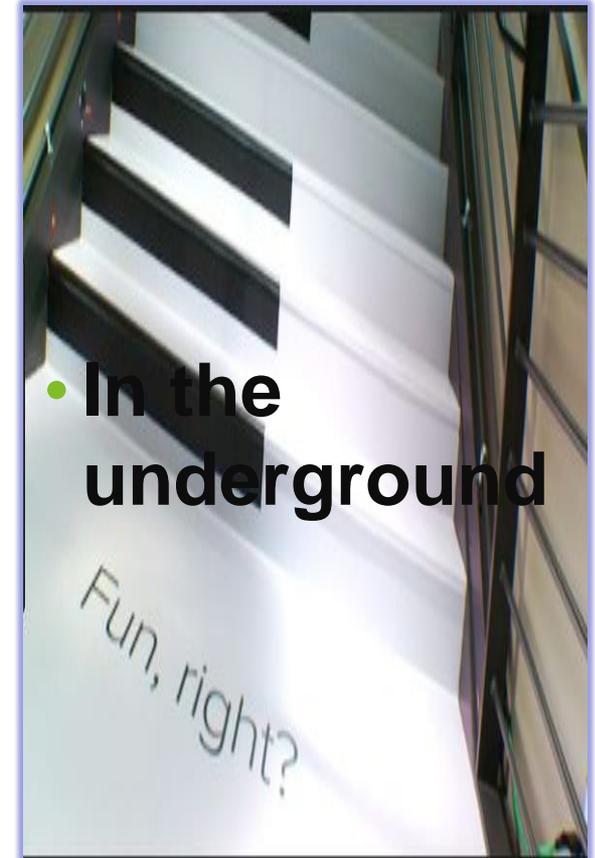
‘Wherever they live, children and young people of all ages, abilities and interests, should be able **to play in a variety ways, in high quality spaces,** within sight of their homes or within easy walking distance, **where they feel safe,** whether or not they are accompanied by adults’



UN Committee on Rights of the Child 2013



- A priority on the creation of environments which promote the wellbeing of the child, including inclusive parks, playgrounds, zones with priority for pedestrians, players and bikers, access to green areas and open space, affordable transport, road safety measures



Place plays a role in reducing inequalities

Clarissa Brooks
age 10



“Children are the generators of community life”

Dinah Bonat Architect

Cuningar Loop
Collaboration –
In an area of severe deprivation - a bike skills park, bouldering park, adventure play facility and a trim trail, along with seating areas, a large meadow and an outdoor classroom.



Children's Wood asset transfer to community

Life-enhancing everyday experiences



Play and Poverty impact of COVID

Children who live in poverty, in inadequate housing, with little access to physical space or to online community have been particularly affected.

**CHILDREN &
YOUNG PEOPLE'S**
Commissioner
Scotland



#IndependentCRIA

"Life-changing decisions being made during coronavirus have felt like playing a game."

"Every time it should be our turn, someone skips over us and we end up left behind and forgotten."

Abigail (15)

Dundee Play Strategy Actions (Pre-Covid)

Maximising use of community resources

What have we done?

Outdoor play is prioritised within public planning
School playgrounds are now open to the community
Removal of “No ball games” signs

What difference have we made?

- Improved partnership working
- Pilot projects in communities, working with Community Officers, communities, elected officials, and environmental services



Dundee Covid 19 - Action Research Project



Playful Schools

Partnership project with ScrapAntics, delivery partner

- Six week delivery period
- 1160 play opportunities
- Average 216 children per week

Children were attending Hubs Keyworkers' children or recognised as 'vulnerable' and not with their friends



The Power of Loose Parts Play in COVID

- Outdoor, free play is crucial to mental health and wellbeing and children's developmental milestones
- Children want to play and make full use of any free play opportunities offered
- Provision of free play opportunities within the context of Covid-19 is entirely feasible



#playfulschools movement beyond COVID

Play Well Activity Cards

<https://twitter.com/i/status/1323316656802856960>

Breathing techniques next with teddy. @PlayScotland @UpstartScot @stclementsp #Dundeelearning



Playful Pedagogy

A guide to getting started

September 2020 | Play Scotland Toolkit
Dr Jamie Hamilton and Dr Jenny Wood

"We know how babies and children learn best. They learn best in an environment of quality interactions, interesting spaces and when the experiences on offer are set in meaningful contexts. They learn best in environments that inspire them to be curious and creative."
Realising the Ambition, Education Scotland



ACTIVITY CARD 4

Wellbeing
Numeracy

DID YOU KNOW?

- Doing a **repetitive activity** can be soothing and help calm down the nervous system. When we are frightened or angry we tend to lash out (fight), run away (flight) or freeze.
- If we move and are active, our brain believes we have taken action and can turn off its alarm system allowing us to **calm down**.

TRY AT HOME

- Try a simple game like **throw and catch**. Start close together and each time you reach 10 passes in a row, take 1 step backwards to make it a little harder.
- You could also make it more challenging by both having a beanbag and throwing them to each other at the **same time**.
- While throwing and catching you could **say rhymes** or count forwards, backwards or if child knows their numbers well, skip count e.g. 2, 4, 6, 8, 10.

OTHER THINGS TO TRY

- **Bouncing a ball** is also a good repetitive activity. See how many bounces you and your child can do in a row. You can bounce the ball to each other or you can have a ball each.
- You can use the beanbags at home to play lots of different games to help your child to develop good muscle control and physical co-ordination. **Throwing games** can also be used to develop turn-taking skills.

© Play Scotland Playful Schools



ACTIVITY CARD 7

Wellbeing

DID YOU KNOW?

- Learning to recognise and name emotions is an **important step** in managing them.
- Children can often feel a range of emotions at the **same time**.

TRY AT HOME

- Encourage your child to choose a coloured bead or **beads** which they associate with **how they feel** and talk about their choice.
- Your child may choose a colour that is **different** to what you expect.
- For example, they may see red as a **happy exciting** colour, and that's okay.

OTHER THINGS TO TRY

- When discussing feelings and emotions with your child you can use **the beads as talking tokens** (something that shows it's your turn to speak) so everyone gets an opportunity to express how they feel or what their opinion about something is.

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COVID Model Extended to Playful Communities



*“I haven’t exercised since the start of lockdown.”
Child, aged 11*



*“It was fantastic to see a dad who was initially nervous, picking up tyres and shouting to his kids “let’s just use our imaginations!”
(Playworker)*



Freedom to play #moreplayplease

Loose Parts Play “brings a sense of freedom when you have none.”

