

International Play Association
Triennial World Conference
XXII
6th-9th June 2023



Play: Rights & Possibilities

Book of Abstracts

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About this Document

This is a very long document that extends to over 400 pages. That's because the main programme comprises almost 400 contributions (from 37 countries)!

This document is for everyone who is attending the conference – delegates (presenting and non-presenting), volunteers, guests, keynote presenters, the IPA Glasgow 2023 Organising Team, and the IPA Glasgow 2023 International Academic and Practitioner Panel.

This document should be used alongside the Conference Programme. The same ID numbers are used both to facilitate cross-referencing.

We had circulated a DRAFT version of this document, and there have been some changes to what was previously circulated. This is the FINAL version of this document.

BIG thanks to everyone for their contributions to this Book of Abstracts.

And, a particular thanks to everyone on the Academic and Practitioner Panel for their work in the Review process.



Professor John H. McKendrick
Chair of Academic and Practitioner Panel
jmke@gcu.ac.uk

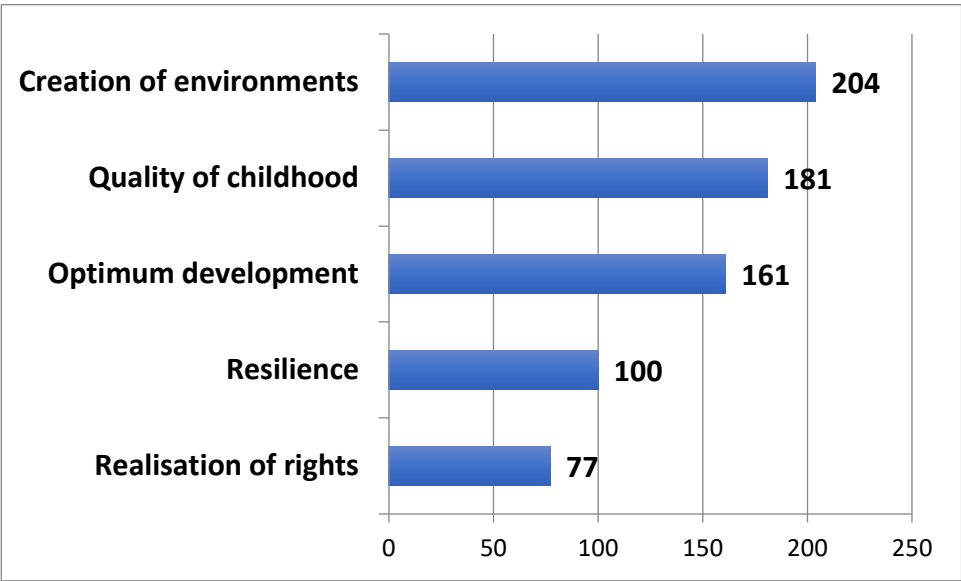
About the Main Programme

Over the next few pages, we provide an overview of what to expect at IPA Glasgow 2023. Some minor details will change (refer to the Guide to the Abstracts for more information, but the shape of the conference will reflect what we describe below.

We can't wait to meet you in Glasgow in June!

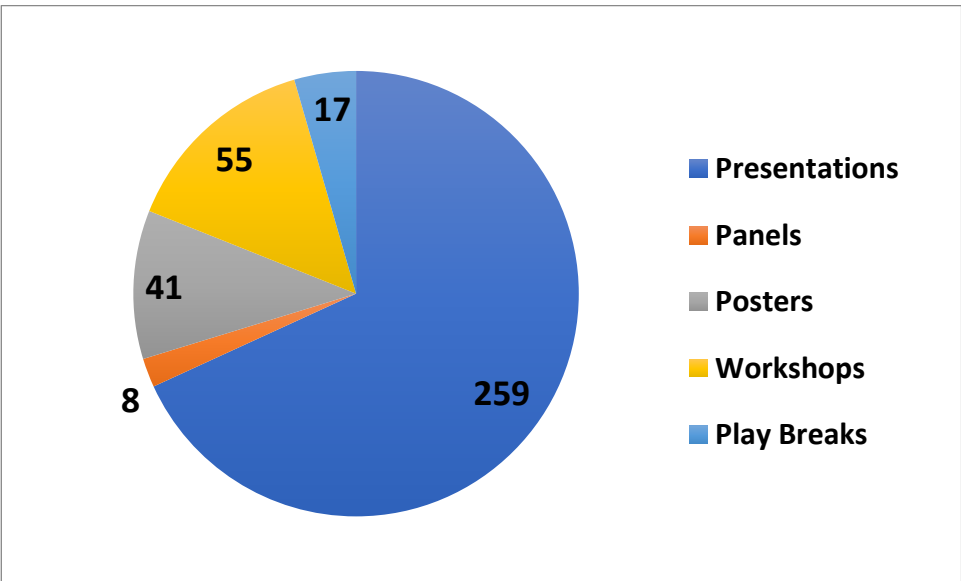
Coverage across Conference themes

Each of the conference themes is covered by many sessions.



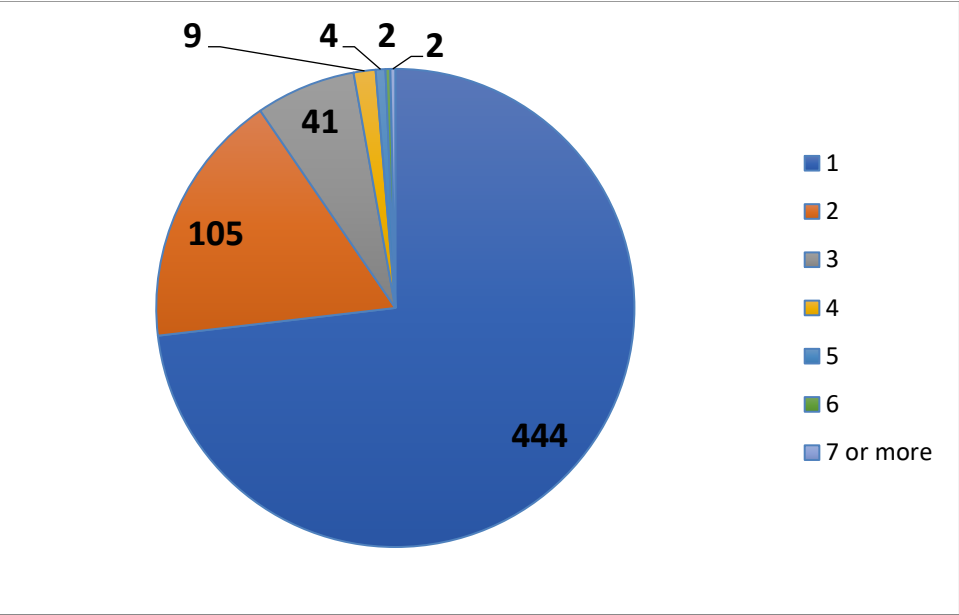
How many of each type of session?

Most contributions will be presentations (259), although there are plenty of workshops (55), poster displays (41), play breaks (17) and panel sessions (8).



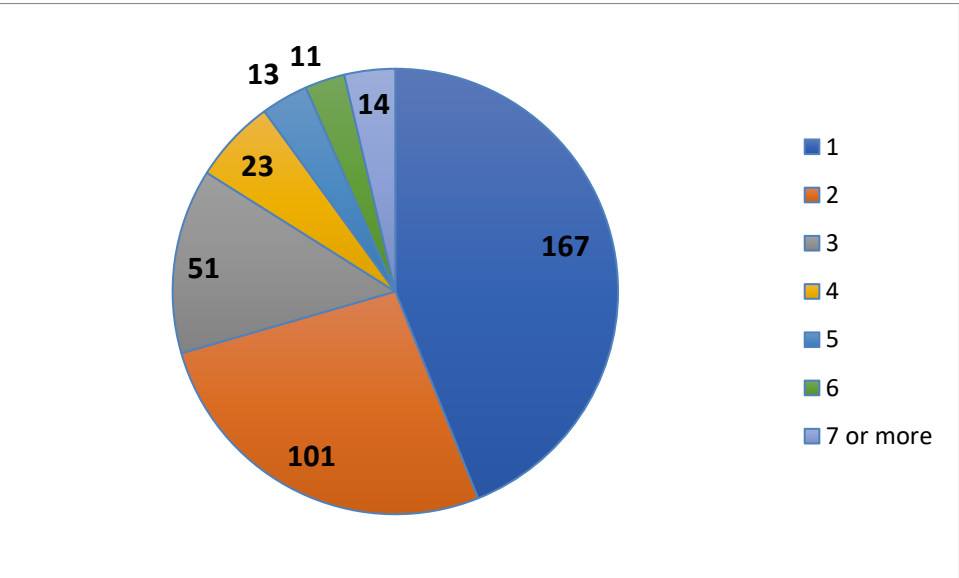
How many people are contributing to the conference?

Not everyone who is contributing is able to attend. In total, 590 people are contributing (either presenting in person, or having their work acknowledged, which is being presented by a colleague). Most are contributing to one session, although some are contributing to many sessions.



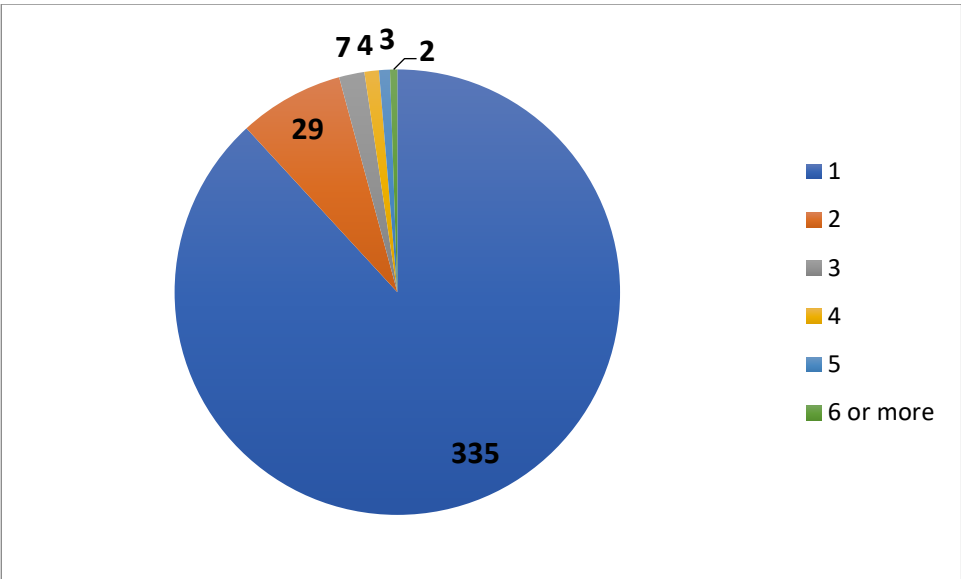
How many people are contributing to each session?

There are 380 contributions in total. Three-quarters of contributions involve one or two people. Many are single authored (167). Most of the others have two contributors (101).



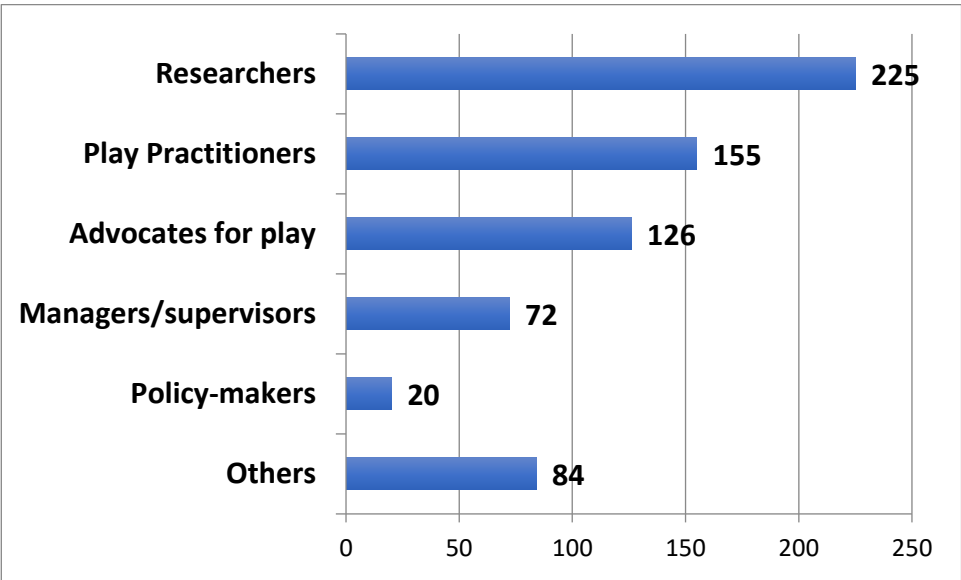
How many sessions involve contributors from more than one country?

Just over one-tenth of the papers involve contributors from different countries (2 or more in the chart below).



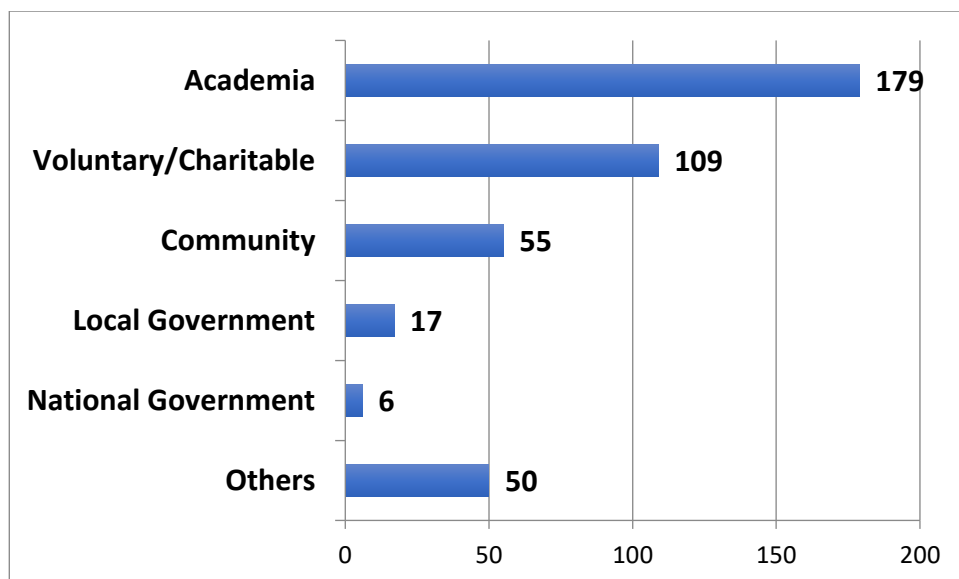
How many sessions involve professionals from each of the groups?

Researchers are contributing to most sessions (225), although play practitioners will also be contributing to many play sessions (155).



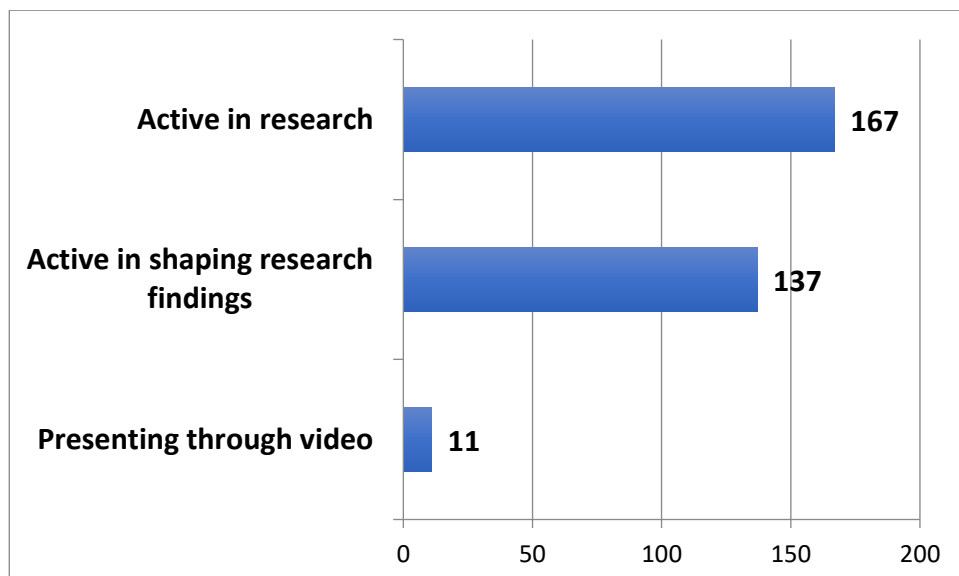
From what sectors do presenters come?

A range of sectors are represented within the sessions, with just under one-half of sessions involving those from universities.



Active Role of Children in Each Session

Although children are not presenting in person in any paper as part of the main programme, many Contributions involved the active participation of children. Children are also presenting as part of the keynote sessions and in the field days.



Guide to the Abstracts

Overview	Over the next 380 pages (!!!), each contribution to the main conference programme is summarised on a single page. What follows is a summary of the presentations, posters, workshops, play breaks and panels proposed by the global play community. The International Academic and Advisory Panel has reviewed and approved each of these and recommended inclusion in the conference . It is possible that some of these contributions will not be delivered in Glasgow, as not everyone has been able to secure funding to participate. At the time of writing (early April 2023) we are hopeful that all of what follows will feature in IPA Glasgow 2023. It is also possible that some minor details will be amended. The final version of the Book of Abstracts will also include details of the Keynote Addresses, Keynote Invited Panel Discussions, “In Conversation” discussions, Field Programme, and Sessions with Children and Young People. This final programme will have over 400 contributions. The final version (V2) of the Book of Abstracts will be shared with all conference participants early in May 2023.
ID Number	This is the number that was allocated to you as part of the Easychair application process. If you are contributing to more than one session, each of your contributions has its own ID Number. If you are unsure of your ID Number, please refer to the List of Presenters. This lists presenters by forename, and identifies the ID number of each contribution to the conference. In the list that follows, contributions are ordered by ID number.
Abstract	A 200 word summary of the contribution, written by the Contributors and approved by the International Academic and Practitioner Panel.
Format	Description of which of the five formats the Contribution will make: Presentation: 30 minutes (with the suggestion of a 20 minute presentation and 10 minutes for questions) Panel: A discussion session, which may involve some short presentations, but is primarily based on a discussion among panellists, with some audience engagement. Panels are focused on a theme and tend to be delivered by a team. Panels will last for 45 minutes. Workshop. An activity-based session. This may involve a short presentation, but the session is primarily based on ‘doing something’. Workshops will last for 40 minutes. Typically, two workshops will be offered in a single 90-minute session. Play Break. As the name suggests, a playful ‘time out’ that is offered as an alternative to the main conference sessions. Play Breaks last 90 minutes. Posters. Each poster will be on display for one day of the conference, and can be visited at any time during that day.
Conference Themes	IPA Glasgow 2023 has five conference themes. We asked each Contributor to identify all of the Conference themes that are covered in their session. • Play and the realisation of other rights • Play and the Quality of Childhood • Play and Resilience • Play and the creation of environments • Play and Children's Entitlement to Optimum Development
Presenters, Names	All Contributors are acknowledged. The number in superscript after each name identifies whether the Contributor is a presenter (1), will be present at the

	conference, but will not be presenting this work (2), or is not able to attend the conference (3).
Presenters, Domicile	The home countries represented among the Contributors are listed. Note that this does not always mean that the presentation will focus on play in that country (for example, a Contributor from Bangladesh may be presenting on work that they have completed in South Africa). Sometimes, the geographical focus of the work is listed in the Keywords (see below).
Presenters, Roles	We asked Contributors to identify all of the roles that are covered among their team. Some individuals identified that they performed more than one role. • Manager/Supervisor • Play Practitioner • Researcher • Advocate • Policymaker Others identified roles that were not among the five options listed above.
Presenters, Sectors	We asked Contributors to identify all of the Sectors of the economy that are covered among their team. Some individuals identified that they worked in more than one sector. • Community • Voluntary / Charitable • Local Government • National Government • Academia Others identified Sectors that were not among the five options listed above.
Source Material	We asked Contributors to identify the source material for their presentation. In some cases, more than one source material was identified. • Current play practice • Previous play practice • Current /recent research • Previously published research Others identified other sources that were not among the four options listed above.
Children's Participation	Everything in IPA Glasgow 2023 is about children's play. However, here we were interested to find out if children had a more active role in the work that is to be discussed in Glasgow. We asked Contributors to identify all of the following: • Active in research (whether children were involved in the research design or data collection) • Active in shaping findings (whether children were involved in drawing up conclusions from the research) • Presenting in person at IPA Glasgow 2023 • Presenting in other ways at IPA Glasgow 2023 (whether there is a video recording in which children draw conclusions from the work)
Covid-19 focus	We asked Contributors to identify whether their work referred explicitly to play during the pandemic (where play in the pandemic was an explicit focus of the work)
Keywords	We asked Contributors to identify some keywords that described the main themes of their work. We 'converted' some of the suggested keywords into a format that allowed the same descriptions to be used across Contributions. In the Book of Abstracts we limit the keywords to five for each Contribution. As is noted in the introduction to the Keywords section in this Book of Abstracts, these are what Contributors identify as the main themes in their work.

The Keynote Presentations

Tuesday Morning	The grim state of the world needs a child rights reset: a serious play date at IPAGlasgow2023 should be top of the agenda				
Abstract	Children's rights are indivisible, there is no hierarchy among them! Yet, at face value, the child's right to engage in play and recreational activities is so essential that for many specialists it could be at the very top of the fundamental rights. How is it then that Art. 31 of the UN Convention on the Rights of the Child is considered the "forgotten article"? Is the UN Committee on the Rights of the Child's attention sufficiently focussed on this right? How does the Committee address this right in its reviews of States Parties? And how can stakeholders, civil society, and children themselves, help to put the spotlight on children's right to play and recreational activities?				
Format	Philip will be answering questions posed by a group of children aged 10/11 years attending the conference in person. They will have their own questions as well as those from children in other countries covering matters relating to play, children's rights and any other relevant issues that they see fit to raise.				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Professor Philip D. Jaffé and children from Lorne Street Primary School, Glasgow Philip D. Jaffé is a full professor at the University of Geneva, Switzerland, and the founding director of its Centre for Children's Rights Studies (CIDE) (2008-2020). He is a member of the UN Committee on the Rights of the Child and currently serves as its Vice-Chair. A clinical and a forensic psychologist trained in Switzerland and in the USA, for many years, his somewhat eclectic academic and professional activities have focused on children's rights, and more specifically child protection and child participation. Still a practicing licensed psychotherapist and a court-appointed expert witness, he has also conducted clinical and training consultancies for a wide range of humanitarian organizations, both governmental and non-governmental. Beyond the traditional "teach, research, publish or perish missions" required by a leading university, his vision of academic life is to branch out in the community at large as a science practitioner and educator.				
Presenters, Domicile	Switzerland and Scotland (Glasgow)				
Presenters, Roles	Professor, University of Geneva, Switzerland Founding Director, Centre for Children's Rights Studies (CIDE) (2008-2020) Vice Chair, UN Committee on the Rights of the Child				
Presenters, Sectors	Policy, international; Academic; School				
Children's Participation	Yes				
Covid-19 focus	No				
Keywords	Rights, children's; Right to play				

Wednesday Morning	The State of Play in Scotland				
Abstract	The session will be prefaced by an opening statement from Natalie Don, the Scottish Government Minister for Children, Young People and the Promise on government role in promoting play policy and practice in Scotland. Through the participation of key influencers on play policy and practice, this panel will explore the landscape for play in Scotland. How does the context for play feel in Scotland? What does it look like from wider perspectives? This panel will respond to delegates questions, and with a panel of experienced and feisty play advocates, we are expecting lively debate. We anticipate topics ranging from the expansion of outdoor nurseries, outdoor community play, play in the city, the importance of play in the early years, how the new play strategy in Scotland will improve things for children, where Play Sufficiency Assessments in the planning framework will get us, how UN General Comment No 17 on the right to play has impacted policy and practice in Scotland. And, as we anticipate the Convention on the Rights of the Child becoming part of Scottish domestic law, what impact might we expect? This panel will be moderated in suitably robust style by IPA World President Robyn Monro Miller to explore all the angles of children's play policy in Scotland and explore whether there are lessons to apply elsewhere.				
Format	Plenary panel				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names & Roles	Panel: Heather Douglas, City of Glasgow Council; Jane Brumpton, Early Years Scotland; John McKendrick, Glasgow Caledonian University; Mairi Ferris, Inspiring Scotland; Ann-Marie Mackin, IPA Scotland; Marguerite Hunter Blair, Play Scotland. Moderator: Robyn Monro Miller.				
Presenters, Domicile	Scotland and Australia (Robyn Monro Miller)				
Presenters, Sectors	Local government, national third sector, academic				
Children's Participation	n/a				
Covid-19 focus	Partially				
Keywords	Policy, strategy, article 31, national organisations				

Wednesday Afternoon	How play drives public spaces for children in cities				
Abstract	Recently I had the opportunity to lead the research and writing of the Global Principles and Guidance for Public Spaces for Children for three United Nations agencies—UNICEF, UN-Habitat, and WHO (in press). Our findings are based on global consultations with children (conducted by World Vision), expert interviews and surveys, a review of existing guidance from different countries and agencies, and the development of 50 case studies of implemented public space projects drawn from 36 countries representing three different contexts—planned environments, informal settlements and disaster, and humanitarian emergencies. We made a conscious effort to learn from the work done in countries in the global South by including 22 case studies as the majority of the world’s children live and play in cities and countries there but are neglected or under-represented in the literature on public spaces for children. In our research, play and recreation emerged as a significant rationale for cities around the world to invest in site-specific and citywide public spaces for children. I want to dig into the treasure trove of knowledge to talk about the different drivers and pathways followed by governments, civil society, and local community based groups in creating child-friendly public spaces with a focus on promoting children’s right to play.				
Format	Keynote presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Dr. Sudeshna Chatterjee has extensive experience as a globally recognized urban practitioner, evaluation specialist, researcher, and published author. She focuses on enabling inclusive and resilient cities and communities and advocating for including child and youth perspectives in urban policies, planning, and urbanization processes. Sudeshna founded a research-based urban design practice, KCA, and a non-profit organization—Action for Children’s Environments— focusing on the broader questions of environment, development, and urbanization as they relate to children and young people and action research to improve children’s living, learning, and play environments. She also recently led the research and writing of the Global Principles and Guidance for Public Spaces for Children supported by the United Nations Children's Fund (UNICEF), the United Nations Human Settlements Programme (UN-Habitat), and the World Health Organization (WHO). She is currently serving as the program director for Sustainable Cities and Transport at the World Resources Institute (WRI) India Ross Centre for Cities. Her latest book: Leaving No Child and No Adolescent Behind can be downloaded here.				
Presenters, Domicile	India				
Presenters, Sectors	Academic; Play Advocate				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Urban planning, play environments, Global Principles				

Thursday Morning	Learning Play as a Second Language: Trauma, Relationships and Recovery				
Abstract	Dr. Adam Burley is a consultant clinical psychologist with over twenty years experience providing input to a wide range of public and third sector organisations across the homeless sector. He graduated from St. Andrews University in 1994 with a psychology degree, before completing a doctorate in clinical psychology in Edinburgh in 1998. He subsequently worked in New Zealand, establishing a clinical psychology service in a rural district working with marginalised populations, before returning to Scotland in 2004 to develop a homeless clinical psychology and psychotherapy service. He has a particular interest in health inequalities, exclusion dynamics, early years and the psychology of adversity. He is currently the Professional Lead for the Specialist Trauma Service in NHS Lothian, as well as doing work with a wide range of third sector organisations. 'Play is so central to human development, and yet it seems rare outside of children's services that the worlds of play and those of mental health come into contact with each other. I am really keen to explore some of these connections through the lens of early adversity and its impact on play relationships, and discuss the place of play as a central dynamic in human mental health across the lifespan.' 'This talk will discuss the importance of play as the fundamental human relational dynamic that allows us all to grow, develop, and discover all that we can be. It will also explore how early adversity can impact on the development of a capacity to play both internally and externally, and how this can affect an individual's health and wellbeing across the lifespan. It will spend some time thinking about how interpersonal and other anxieties can interfere with our abilities to play and create, and it will argue for the importance of play not only in development, but in recovery and ongoing personal development. It will go through something of how limits on play are often central to the experiences of those who have experienced mistreatment and abuse, and of how the concepts central to the idea of play could, and perhaps should, be at the absolute heart of service design for those who have experienced the greatest levels of exclusion and adversity.'				
Format	Keynote presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Adam Burley				
Presenters, Domicile	Scotland				
Presenters, Roles	Consultant Clinical Psychologist				
Presenters, Sectors	Health				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Trauma, Relationships				

Thursday Afternoon	The State of Play International Panel				
Abstract	The six years since the last IPA World Conference have seen dramatic upheavals in the lives of millions of children worldwide. The extraordinary backdrop to the efforts of parents, practitioners and policymakers for children's right to play has both challenged them and galvanising those efforts. In response, a dynamic international panel has been gathered to reflect on change, challenge, and hope for the future. The panel will respond to questions submitted by conference delegates. We expect, of course, to reflect on the pervasive impact of Covid-19, and we anticipate other topics may also include play in the context of conflict, cost of living, and climate change - but the discussion will be shaped by questions received and themes emerging from the conference. Theresa Casey, IPA past-President, will moderate the panel, framing it around our shared purpose: to protect, preserve and promote the child's right to play as a fundamental human right. The panel is made up of people deeply involved in advocating for children's best interests, bringing compassion and thoughtfulness to the discussion. Join us to discuss the urgent issues of play.				
Format	Plenary panel				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Panel Mine Göl-Güven (Turkey), Adefunke Ekine (Nigeria), Monique Gray Smith (Canada), Christine Lee (Taiwan) Maryna Stoliar (Ukraine) Moderator: Theresa Casey, IPA Scotland				
Presenters, Domicile	Panel: spanning the globe				
Presenters, Roles	This panel embraces education, parent advocacy, play in crisis, space for play, and resilience.				
Presenters, Sectors	Academia, community, arts, voluntary sector, play				
Children's Participation	No				
Covid-19 focus	Partially				
Keywords	Right to play, crisis, challenge, change, culture, hope.				

The Sessions in the Lantern Room

Tuesday Morning	Litter Pick & Play: A Child's Right to Play is a Child's Right to Space				
Abstract	For children to enjoy their right to play they must have access to safe and clean spaces. Come along to our interactive session on a child's right to a safe place to play. Hear from local children and from groups around the world who have organised to speak up about clean places for children to play. We are delighted that St Mirin's Out of School Care, a Glasgow children's group, will be leading this workshop, supported by Jenny Lester from Play Scotland. We will also hear from Adefunke Ekine from IPA Nigeria, Kirti Zala from IPA India, and Deb Lawrence from IPA USA about their recent work in this area. Join us in the Lantern Room to take part in our creative play session to create a global declaration for clean places to play.				
Format	Play break – creative play session				
Conference Themes				Play and the creation of environments	
Presenters, Names	Play Experts: the children from St Mirin's Out of School Care Assisted by: Jenny Lester, Play Scotland Dr Adefunke Ekine, Deputy Director, Directorate of Research and External Relations, Tai Solarin University of Education, Ijagun, Ogun State, Nigeria, IPA Nigeria. Kirti Zala, Coordinator, A Protagonist in every Child, IPA India Deb Lawrence, President, The American Association for Promoting the Child's Right to Play (IPA USA) & Associate Professor, Delaware County Community College, Media, PA				
Presenters, Domicile	Scotland				
Presenters, Roles	Play Advocate				
Presenters, Sectors	Voluntary / Charity Sector				
Children's Participation	Active in research & presenting in person				
Covid-19 focus	No				
Keywords	Places, spaces, environment, litter, children's rights, global, international, participatory				

Tuesday Mid-afternoon	Exploring the Prospects of a UN World Day of Play				
Abstract	Is is time for a UN World Day of Play ?? We think so! This session will unpack the global significance of a UN Day of Play and the process of advocacy that is required. Adults and children will be work collaboratively to explore themes and ideas that will support IPA World and its partners to advocate successfully for the declaration of a UN World Day of Play. This will be history in the making!!				
Format	World Cafe				
Conference Themes	Play and the realisation of other rights				Play and Children's Entitlement to Optimum Development
Presenters, Names	Robyn Monro Miller and Phillip Jaffe				
Presenters, Domicile	Australia and Switzerland				
Presenters, Roles	IPA World President and Vice Chair of the UN Committee on the Rights of the Child.				
Presenters, Sectors	NGO, UN				
Children's Participation	Children from a local Glasgow school will be joining us for the World Café format.				
Covid-19 focus	Partly				
Keywords	#UNWDOP. child rights, united nations				

Wednesday morning	Right To Play: Using the power of play to protect, educate and empower children around the world				
Abstract	Right To Play (RTP) is a global organisation focused exclusively on using the power of play to protect, educate, and empower children. We work with children in some of the most difficult places on earth, helping them to stay in school and graduate, resist exploitation and overcome prejudice, prevent disease and heal from war and abuse. For more than 20 years, we have delivered programs with impact in both development and humanitarian contexts. As pioneers in a unique approach to learning, both inside and outside of the classroom, we harness play to help children dismantle barriers and embrace opportunities. We reach millions of children each year in 15 countries around the world. By collaborating with teachers, governments, communities, and parents, we help children unlock their potential, enabling them to make positive and healthy choices and to create better futures for themselves, their families, and their societies. Ali Khayam, RTP's Country Director for Pakistan, will talk about our play-based programming in Pakistan, including our response to the 2022 flooding and work to scale up play-based learning in education systems across the region. He will be joined by Dr Fozia Khan, Advisor to the Ministry of Education in Sindh province, Pakistan, and Gillian McMahon, Executive Director for RTP UK.				
Format	Presentation and discussion of the work of Right to Play				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Ali Khayam, Dr Fozia Khan, Gillian McMahon				
Presenters, Domicile	Pakistan and Scotland				
Presenters, Roles	Play Practitioner Manager Supervisor Other (INGO workers and policy maker)				
Presenters, Sectors	Voluntary Charitable Local Government Other (describe)				
Children's Participation	Active in programme design and delivery				
Covid-19 focus	No				
Keywords	International, Pakistan, Play-based learning, Curriculum, Gender				

Wednesday Pre-lunchtime	The Aileymillers				
Abstract	The 'Aileymillers' are a group of children who have been sharing their thoughts about play linked to the conference themes, whilst engaged in play as a strand of children's participation in the 2023 IPA conference. The group was initially set up in Inverclyde as a response to 'The Promise' and run by a Play Therapist, merging participation principles and therapeutic values. The children lead and evaluate the group, deciding on what playful experiences they would like to engage in. There are 10 children in the group who are all 'care experienced' ranging from primary 4 to primary 7. The group have dubbed themselves the 'Aileymillers' and have decided that recordings from the group (film, pictures, and quotes) can be put together to share their experiences with people both at the conference and of their choosing – the group have big ideas surrounding who should see their material. Directly because of things the children have said, the 'Aileymillers' are participating in the conference in person as young reporters asking their own interesting, funny, and insightful questions about play.				
Format					
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Erin McQuillan, 'The Aileymillers': Ruben Hampsey, Colin Stewart, Stuart Mitchell, Adam Roe, Dylan Rae, Aidan Mullan, Nathan Fraser, Bethany Thomas, Leigha McPherson, Andrew Woodman.				
Presenters, Domicile	Scotland				
Presenters, Roles	Play Practitioner: Erin McQuillan				
Presenters, Sectors	Community: Aileymill Primary School Local Government – Inverclyde Council				
Children's Participation	Active in research Active in shaping findings Presenting in person Not present but showing prerecorded				
Covid-19 focus	No				
Keywords	Participation, Care Experienced, Play, Creativity, Reporters				

Wednesday Afternoon	Love is Medicine				
Abstract	In this dynamic and inspiring session, Monique will share her personal journey as an author and how it was the words of a stranger, “I look forward to reading your book one day,” that changed the trajectory of her life. Monique will share stories and offer readings from her various books including her most recent releases, <i>I Hope</i> and <i>Braiding Sweetgrass for Young Adults</i>. She will introduce the idea of ‘cookie people’ and encourage us to reflect on the people who have been instrumental in our lives. Monique will introduce her Cultural Resilience model: 4 Blankets of Resilience and how these blankets can be shared with the children and families you support. She will share what it means to lead with a light heart, reminding us of the importance of bringing forth the gifts we’ve been blessed with and using them in a good way. Together, we will explore the integral role love and joy have in educating hearts, minds and spirits. Taking place in the atmospheric Lantern room, Monique will be in conversation with Scotland’s Henry Mathias for this unique conference session. Monique Gray Smith’s presentation was made possible in part with support from IPA Canada				
Format	In conversation format				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Monique Gray Smith in conversation with Henry Mathias				
Presenters, Domicile	Canada and Scotland				
Presenters, Roles	Monique Gray Smith is an award-winning, best-selling author. Monique is trained as a Psychiatric Nurse and has worked in various capacities in community and as a consultant since 1990. Her focus has been weaving history, resilience and trauma informed training for educators, social workers, librarians, and early childhood teams. Appointed member of the Board of Directors of Royal Roads University and the Minister’s Advisory Council for Indigenous Women for the Government of BC, President of the Board of Directors for the Victoria Native Friendship Centre. Monique is Cree and Scottish. Henry is Head of Professional Standards and Practice at The Care Inspectorate, in Scotland. As an influential early years leader, he has been instrumental in changing Scotland’s approach to risk and adventurous play, producing a range of practice resources, such as ‘My World Outdoors’, ‘Our Creative Journey’ and ‘Gender Equal Play’. He led the review of the Health & Social Care Standards for Scottish Government and is currently developing national standards for introducing Barnahus to Scotland.				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Love, history, cultural resilience, joy				

Thursday Morning	Licketyspit Storyplay Champions				
Abstract	Licketyspit is a Scottish early years theatre & play company and <i>Home of Storyplay Scotland</i>. Join Licketyspit's Storyplay Champions and actor-pedagogues to open doors to imaginary play worlds and discover how drama-led play can magnify children's voices, increase confidence and support inclusion. Do you know the Funky Chicken? How about the Mucky Brew? And have you travelled round the world in a Flying Balloon? The Storyplay Champion children aged 3-12 will lead delegates in these games at the start of Day 3. The children will also be running sessions in the Lantern Room (10.15-11.15) which you can take part in. Our Dressing Up & Reflective Drawing station will be open all day in the Annie Lennox foyer. This will include interviews by the children about your own memories of play and maybe even some more games!				
Format	Children's participation session in the Hanging Lantern				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Ruby Zajac				
Presenters, Domicile	Scotland				
Presenters, Roles	Play Practitioner Other – Children, Parents/carers, Actor Pedagogues				
Presenters, Sectors	Community Voluntary Charitable				
Children's Participation	Presenting in person				
Covid-19 focus	No				
Keywords	Child-led, Drama, Imaginative, Children's rights, Intergenerational				

Thursday Afternoon	The Colorado Paper: An Anniversary Reflection				
Abstract	Twenty five years ago (this month), Gordon Sturrock and Perry Else presented <i>The Playground as Therapeutic Space: Playwork as healing</i> to the IPA/USA Triennial National Conference. Better known as <i>The Colorado Paper</i>, this was a landmark paper that has shaped the thinking of many playworkers over the following years. We celebrate and reflect on this seminal paper in this session. The session will comprise: Brief overview of the paper's impact on playwork theory, education, and training Study undertaken by Shelly and Pete in 2018 (20 years after the paper) Reflection on additions to the Play Cycle (external perceptual cue relating to loose parts and affordances) Discussion/plenary				
Format	Presentation, reflection, and discussion of the Colorado Paper				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Jonathan McCloud, Peter King, and Shelly Newstead				
Presenters, Domicile	UK (Wales), UK (England)				
Presenters, Roles	Chair: Presentation: Peter King Discussant: Shelly Newstead				
Presenters, Sectors	Academic; Play Advocates				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play Cycle, landmark anniversary, reflection				

Tuesday Late-Afternoon	Purposively Researching Play Across the Generations				
Abstract	In this 'in conversation', we bring together two generations of play researchers to reflect on researching play across the years. Roger Hart is the recently-retired director of the Center for Human Environments and the Children's Environments Research Group at the Graduate Center at City University New York. There are two broad strands to his work. The first is a critical engagement with environmental policy-making, planning, and design through research with children, particularly those living in difficult circumstances. The second is a concern with children's right to be heard regarding their own development and the development of their communities. This has led to new approaches to listening to children to understand childhood and children. He has collaborated in many countries with international NGOs and UNICEF and has published books for UNICEF on children's rights to participate in decisions related to their lives and to the planning and design of their environments. He is currently completing a book, entitled, "Revisiting Childhood" involving a comparison of children's free time and play over two generations in one town that was originally studied in his book "Children's Experience of Place" (1979). Silvia Veiga-Seijo is an occupational therapist from a rural village in Galicia, Spain. She received her degree in this discipline (BSc, 2016) and her Master's Degree in Health Care and Research (MSc, 2017) at the University of A Coruña, Spain. Furthermore, she completed a postgraduate degree (UNED, 2018) in education in non-violence, specifically focused on children and young people. Silvia became a P4PLAY PhD student in 2021 and is undertaking her studies at Queen Margaret University (Scotland) and University College Cork (Ireland). Silvia's research project is supervised by Dr. Sarah Kantartzis (Senior lecturer at Queen Margaret University, Scotland) and Professor Jeanne Jackson (University College Cork, Ireland); and supported by her advisor Theresa Casey. Her PhD studies aim to understand children's and community members' perspectives on developing a play-friendly community in a neighbourhood labelled as deprived in Scotland. Drawing upon a socio-critical paradigm, children and community-based ethnographic and participatory study is being conducted where children are co-researchers in the process of "co-living together." Silvia has created an Advisory Expert Group based on ELPA to co-develop the initial stages of the methodology. The project is in the stage of data generation				
Format	In conversation format				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Roger and Silvia, in conversation with John McKendrick (Chair of the IPA Glasgow 2023 Academic and Practitioner Panel)				
Presenters, Domicile	USA and Spain/Scotland				
Presenters, Roles	Chair: John / Discussants: Roger and Silvia				
Presenters, Sectors	Voluntary, charitable sector				
Children's Participation	None				
Covid-19 focus	No				
Keywords	Research; Rights, children; Research, applied				

The Main Programme – Posters, Presentations, Panels, Play Breaks and Workshops

128	Exploring Features Of Children's Speech When Playing With Toys And When Playing Games On Digital Devices				
Abstract	When playing with toys, children use internal state language (ISL) to refer to thoughts, feelings, and desires, which is associated with social abilities. However, less is known about children's ISL use when playing on digital devices. We investigated 251 children's (Mean age=6.95 years; 44% girls) ISL use when playing alone with toys and a video game. Although children used ISL more when playing with toys, children used ISL in both contexts. However, children discussed their own internal states more when playing the video game, and the characters' internal states more when playing with toys. We also explored 33 children's (Mean age=5.5 years; 52% girls) speech when playing with dolls and tablet games, on their own and socially. Children used more ISL when playing with dolls and when playing socially. However, references to children's own internal states was higher in doll play regardless of social context; whereas references to others' internal states was higher only when playing with dolls alone. Therefore, playing with toys and digital devices promote ISL. Although ISL appears greater when playing with toys, this may only be when children play alone. These findings contribute to knowledge regarding social understanding and the benefits of different formats of play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Salim Hashmi ¹ , Amy Paine ² , Ross Vanderwert ² , Dale Hay ^{DK} , Sarah Gerson ²				
Presenters, Domicile	UK (England) and UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Cognition, Social; Language; Play, Digital; Childhood, Middle; UK				

146	The Play Cycle Observation Method (PCOM) – Recording The Process Of Play				
Abstract	The Play Cycle Observation Method (PCOM) is an observational tool that focuses on the play process based on the Play Cycle (Sturrock & Else, 1998). The PCOM was developed The Play Cycle Observation Method (PCOM) is about observing and recording the process of play: play cues; play returns; play frames and annihilation and has been piloted using video (King, 2020) and in real-time (King, Atkins & Burr, 2021). This workshop would benefit anybody who uses, or teaches play: playworkers, playwork or play trainers as a training, professionals working in children's services (childcare, nurseries, childminding, teachers, learning support assistants, lunchtime supervisors), professional working in specialist provision (autism, adhd, therapeutic environments), students on both playwork and other play related courses and researchers in children's play.				
Format					
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Pete King ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate; Policymaker; (Educator, Senior Lecturer)				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play Cycle; Methods, Play Cycle Observation Method				

218	Playing For Optimum Development: Is Play In The Early Years A Form Of Career Development?				
Abstract	Children’s early experiences are foundational for lifelong learning, health, and well-being. As children traverse the early years, they explore the world through play and develop foundational skills necessary for success in life (Hewes, n.d.). While it may seem counterintuitive to consider career development at this early stage of life, it is through play that children “adapt skills to cope with educational, career, and personal tasks” (Cahill & Furrey, 2017, p. 12). Reaching beyond the notion of jobs and work, career development is a lifelong process that begins in the early years and progresses over a lifetime (Cahill & Furrey, 2017) and involves exploring individual interests, skills, and competencies (CERIC, 2016). Just as play nourishes children’s holistic development (Hewes, n.d.), surely it cultivates career development as well. This presentation will focus on how children’s play is conceptualized and supported within Canadian Kindergarten and early years curricular frameworks (Ontario, New Brunswick, British Columbia) and how understandings presented within these curricula align with CERIC’s guiding principles of career development. This curriculum analysis contributes to a broader exploration of play and career development in the early years. Preliminary results indicate a strong alignment between how play manifests within play-based curricula and career development principles.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Heather Coe-Nesbitt ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher; (Educator)				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Children, kindergarten; Children, Early years; Learning, Career				

224	An Exploration Of Parent-Child Play In India With A Focus On The Pandemic				
Abstract	Most knowledge about children's development is gained from Western cultures, resulting in a dearth of research on parent-child interactions in non-Western cultures, especially in India, which has the largest share of young people globally (Ministry of Statistics and Programme Implementation, Government of India, 2017). The present study aimed to contribute to an understanding of parents' play in India. Furthermore, the study changed significantly owing to the COVID-19 pandemic, with the final study including a unique before- and during-lockdown study of families' experiences, while retaining the original goal of understanding parents' play in India. Methodology: 18 semi-structured interviews of parents of 2-5-year-olds, at two timepoints, analysed using reflective thematic analysis. Results: 4 themes focused on understanding play in India, 1 related specifically to the families' experiences of lockdown. The relationship between play and resilience is well-established. By focusing on families in India, and especially their experience of the pandemic, this study provides critical insight into two very under-researched, critical areas of study. Through my presentation, I hope to provide unique insight into the unique nature of parent-child interactions and play in India, as well as the influence of the pandemic on families' play experiences.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Krishna Kulkarni ¹				
Presenters, Domicile	India				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	India; COVID-19; Play, Parent; Culture, Play				

256	The Development Of A Behavioural Mapping Approach To Observe Children's Movement Behaviours During Outdoor Loose Parts Play				
Abstract	Introduction: Behavioural mapping (BM) is a method that has been used to study children's outdoor play behaviours. Using this method, researchers can record, for example, different types of play children engage in, children's physical activity (PA) intensity levels as they play, different materials children use as they play, and peer interaction, in a particular location and time. While BM has been used to explore children's movement in the context of outdoor play, gaps remain in the understanding of how features of the outdoor space, and engagement in outdoor loose parts play, impact specific movement behaviours, such as fundamental movement skills (FMS) and time spent sedentary and in light and moderate PA. Purpose: To develop a BM approach to better understand how the outdoor play space, and loose parts play within it, impact children's movement behaviours. Methods: This tool was developed through a review of the literature on outdoor play, outdoor loose parts play, and observational methods used to observe outdoor play behaviours, and consultation with outdoor play experts such as an early childhood educator and outdoor play researchers. Through this process, key FMS exhibited during outdoor loose parts play were identified and included in the tool. Reliability of the tool was assessed. Relevance: Our BM approach extends current methods for observing children's outdoor play by gathering insight on how the outdoor environment, and loose parts play within it, contribute to key movement skills and PA behaviour, which are critical for lifelong health and development.				
Format	Presentation				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Nila Joshi ¹ , Son Truong ³ , Daniel Rainham ³ , Becky Spencer ³ , Joan Turner ³ , Michelle Stone ³				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Outdoor; Skills, Movement; Activity, Physical; Methods, Behavioural Mapping; Space, Outdoor Play				

257	The Demise Of Play Or The Dangers Of Halycon? Appraising The Use Of Surveys To Recollect The Past And Fashion The Future In Children's Play				
Abstract	This paper reflects on an online survey that was administered to mark the 30th anniversary of Playday in the UK (in 2017). The survey was conducted on behalf of the four national organisations for children's play in the UK and invited adults to both recollect their own experiences of play in 1987 (thirty years ago) and to comment on contemporary experiences of play (those of their own children, if applicable, or children in general). The same issues were explored for 1987 and 2017, allowing the past to better inform an understanding of the present. Over 2000 responses were received, offering an insight into how play in the UK changed through time from the perspective of those who had lived through these changes. This paper reflects on the substantive, methodological and political issues that arise from this research.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Kareena McAloney-Kocaman ¹ , John H. McKendrick ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Methods, Survey; UK; Voices, Children's; Playspace				

261	The Place Standard Tool: How Good Is My Place?			
Abstract	This workshop is co presented by Kuan Loh, Senior Architect, Scottish Government, Etive Currie, Senior Planner, Glasgow City Council and Marguerite Hunter Blair, CEO of Play Scotland and intends to demonstrate how the Place Standard tool supports creating better places where we live, work, play and thrive. The workshop will provide an overview of latest developments, case studies of how the Place Standard Tools work in schools, youth clubs and communities, and copies of the tools for participants to carry out their own assessments. In 2022, the suite of Place Standard tools and resource was expanded to include versions specifically for children and young people. These more accessible versions of the tool are designed to enable positive engagement with younger population groups to ensure their voices are heard. The tools form an important element in Scotland's latest planning transformations aiming to advance equality and support children and young people's participation in planning. These new versions of the Place Standard complement new Scottish planning policy on play and new duties on planning authorities to assess the sufficiency of play opportunities in their areas. We propose an opportunity for live application of the tool following the workshop in the form of a lunchtime walk for those interested to join, say, for around 20-25 participants.			
Format	Workshop			
Conference Themes			Play and the creation of environments	
Presenters, Names	Marguerite Hunter Blair ¹ , Kuan Loh ¹ , Etive Currie ¹			
Presenters, Domicile	UK (Scotland)			
Presenters, Roles	(i) Advocate; Policymaker; (ii) Architect/Policymaker; (ii) Planner, town			
Presenters, Sectors	Voluntary / Charitable; National Government; Local Government			
Source Material	Practical, current; Practical, reflections on previous work			
Children's Participation	Active in research; Active in shaping findings			
Covid-19 focus	No			
Keywords	Environments, Play; Planning, Children's Participation; Participation, Child			

267	Establishing Consensus On Principles For Play Interventions And Practices In Hospitals: An International Delphi Study				
Abstract	Background: Many children experience hospital situations as stressful and traumatic. To improve children's experiences in hospitals, an essential step may be focus on promoting children's rights, to increase participation in their own care. But how can hospitals ensure the right of participation? WHO advocate that play should be regularly used by all paediatric healthcare professionals. Moreover, evidence suggest that play can help paediatric patients alleviate anxiety and increase understanding, which may ultimately lead to increased engagement and participation. Aim: To describe the use of play in clinical practice and to reach consensus on principles for play interventions and practices in hospitals. Methods: In this Delphi study, three survey rounds were completed by an expert panel composed of healthcare professionals from 10 countries presenting nine different professions. The first round of the survey was translated into eight different languages, allowing participants to answer in their local language. Results/Conclusion: Forty-four participants of 66 invited completed round 1, and 41 round 2 and round 3. After three survey rounds, 53 principles about the use of play in hospitals were accepted as consensus. The findings will provide a framework for an interprofessional curriculum on the integration of play in clinical practice.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Jakob Thestrup Hansen ¹ , Line Klingen Gjørde ³ , Jane Hybschmann ³ , Martha Krogh Topperzer ³ , Kelsey Graber ² , Christine O'Farrelly ³ , Jenny Gibson ³ , Paul Ramchandani ³ , Jette Led Sørensen ³				
Presenters, Domicile	Denmark and UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Community				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Methods, Delphi Study; Play, Hospital; Participation, Child; Education; Children, All ages				

295	Structured And Unstructured Loose Parts Play In Middle Primary School: Lessons From The Classroom				
Abstract	Play is an essential part of children's learning and development, yet it is underutilised in the primary school classrooms. This study explored the impact of structured and unstructured loose parts play on children's creativity. Using a quasi-experimental research design, the project involved an 8-week play program using a Nudel Kart. Two teachers and 46 Year 4 children in an Australian primary school participated in the study. One class engaged in free play while the other class had set challenges and were taught creative attitudes and processes. Measures included teacher creativity checklists, student creativity self-reports, student survey and teacher and researcher observations and reflections. Children and teachers in both groups rated the play sessions very highly and reported increased creativity as a result of the project. Children in the structured loose parts play group used more specific language and concepts related to creativity when reflecting on their experience. Teacher and researcher observations revealed that children in the free play group used much more imaginative and dramatic play, while the children in the structured play group demonstrated greater number of ideas or cognitive flexibility. Recommendations for future classroom practice integrating both play types will be discussed.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			
Presenters, Names	Katy Meeuwissen ¹ , Kym Simoncini ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Play, Free; Play, Structured; Play, Creative; School, Primary				

395	The Playworker As Reflective Practitioner: Some Ideas From Play Therapy				
Abstract	The playwork principles invite us to be reflective practitioners. What does this mean and how do we practice it? Play therapy may have some answers. I am a play therapist and former playworker, interested in the similarities between the two fields and in what they can learn from each other. I would like to share my thoughts, in conversation with colleagues, and open participation from the audience. Between 2016 and 2019, I was part of Play On Wheels, a mobile loose parts play project, designed and managed by Smart Play Network. Our team offered pop-up play sessions in parks and outdoor spaces in and around Dundee, and worked in partnership with charities, community groups, schools and nurseries, to help develop their own bespoke outdoor play programmes. It was clear to me that this free, self-directed play had therapeutic potential – a rediscovered sense of fun, creativity, team spirit, new dexterities, supporting physical and mental health, and building resilience in individuals and groups, through connecting with others and taking ownership of their environment. How can we recognise, and best support this therapeutic potential? Non-directive play therapy offers some tools and ideas, and I am keen to share these with other childhood professionals. The presentation will discuss the principles of playwork, side by side with those of non-directive play therapy. It will include thoughts on play as communication and as therapy, the significance of space, rules and boundaries, co-managing risk together with the children, consulting with children of any age and ability, definitions of child-led play, and reflections on our role as the adults.				
Format	Panel				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Eleni Daskalaki-Denman ¹ , Sharon Smith ¹ , Simon Cawthorne ¹ , Sam Loudon ² , Euan Denman ²				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; (Therapist, play)				
Presenters, Sectors	Voluntary / Charitable; (Education, school)				
Source Material	Practical, current; Practical, reflections on previous work				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Outdoor; Therapy, Play; Practice, Reflective; Play, Inclusive; Children, All ages				

434	PARS Playwork Practice: Helping Adults To Free Up Time And Space For Childhood				
Abstract	From a PARS playwork perspective, one of the indicators of a good quality childhood is children's ability to choose not only if they play, but also how they play. This presentation looks at creative and inspiring examples of how PARS practitioners are increasing choices for children around the world, despite local challenges such as lack of play space, poverty, inequality and conflicting cultural norms. It will include case studies of how the PARS model is helping adults to increase children's choices about how they spend their free time, including the development of adventure playgrounds in China and creating time for play in schools in New Zealand, kindergartens in Hong Kong and childcare settings in Canada. It illustrates how adults working with children in any setting can use the PARS model to free up time and space for childhood despite the inevitable challenges and restrictions of adult-supervised settings.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Janine Dodge ¹ , Heather Boomhower ¹ , Shelly Newstead ²				
Presenters, Domicile	Brazil, Canada and UK (England)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Child-led; Playwork; Theory, Playwork; Sufficiency, Play; Equity, Play				

446	Playday – Celebrating Children's Right To Play				
Abstract	Playday is the national day for play in the UK. Traditionally, Playday is held on the first Wednesday of August. It is the biggest play sector event in the UK, and possibly Europe! As well as a celebration of children's right to play, Playday is a campaign that highlights the importance of play in children's lives. Playday was established in 1987 and since then has been an annual celebration of children's right to play – with thousands and thousands of children and families going out to play at events, large and small, across England, Northern Ireland, Scotland and Wales. Each year there is a theme that highlights a particular issue or aspect of children's play. The theme for this year's Playday is Playing on a shoestring – making every day an adventure. The poster will present information about: (i) The history of Playday; (ii) Playday campaigns over the years; (iii) Playday 2023 campaign theme and messaging. Playday is coordinated by the four UK national play organisations working in partnership, Play England, Play Wales, Play Scotland and PlayBoard Northern Ireland. This would be a poster presented jointly by the four organisations.				
Format	Poster				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Angharad Wyn Jones ¹ , Maria McBride ¹ , Cherie Morgan ¹ , Jenny Lester ¹				
Presenters, Domicile	UK (Northern Ireland), UK (Scotland) and UK (Wales)				
Presenters, Roles	(Officer, Communications)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	(Promoting play)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Rights, Play; UNCRC; Rights, Children's; Playday				

455	Against The Odds: Feasibility And Acceptability Of A Pilot Play Street In Sydney, Australia				
Abstract	Play Streets are community-led initiatives that provide opportunities for outdoor play and recreation. This paper describes the evaluation of a pilot Play Street in Sydney to determine its feasibility and acceptability. We used intercept surveys with Play Street visitors to assess their reasons for attending the event and perceptions thereof. Semi-structured interviews explored stakeholders' experiences related to planning and implementing Play Streets. Approximately 60 adults and children attended the Play Street. The majority of survey respondents lived in the Play Street's postcode. Respondents rated the Play Street positively, with the majority rating it enjoyable, safe and well-organised. Stakeholder interviews highlighted the importance of community consultation and reaching compromise; noted concerns about safety and insurance costs; and emphasised the role of Council as facilitator to help residents take ownership of Play Streets. Contextual factors that impacted implementation and evaluation of this pilot included delays due to community concerns and poor air quality arising from bush fires, heavy rain on event day, and COVID-19 restrictions. This pilot demonstrates that Play Streets are a feasible and acceptable way to use streets as recreation spaces in areas where parks and green space may not be nearby.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Helen Little ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Australia; Streets, Play Streets; Community; Government, Local; Play, Outdoor				

573	Traditional Curriculum V. Alternative Learning: Exploring The Benefits, Strengths, And Barriers Of Implementing Traditional Curriculum In An Outdoor Classroom				
Abstract	What do play-based learning and nature-based learning have in common? They're both child-led curriculums that benefit children in nearly every aspect of their developmental domains. This study examines bringing traditional curriculum into a non-traditional space throughout Vermont, to see how children in early childhood programs explore learning through play, freedom, nature, and creation. The results suggested a consistency in the like-mindedness of the teachers and directors in their pedagogies and approaches to teaching. While this was all conducted in a qualitative format, the results can be measured by the similarities in answers, understandings, standards, and expectations that these teachers and directors hold. This study shares the overall findings of the strengths, barriers, and benefits of teaching traditional curriculum in an outdoor classroom, and the role that resilience, creation, nature, independence, and play has in all of this. The objectives of this study were to find the strengths, barriers, and benefits of teaching traditional curriculum in an alternative teaching environment or format. These findings were discovered through interviews and assessments of various "alternative learning" schools throughout Vermont, such as forest preschools/kindergartens, Reggio Emilia programs, outdoor programs for homeschooled children, nature-based infancy through preschool programs, and farms schools. While these forms of education all have different approaches, they are all child-led curriculums executed through nature, play, the environment, and relationships.				
Format	Presentation				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Mattie Hallett ¹				
Presenters, Domicile	USA				
Presenters, Roles	(Educator, Teaching Director)				
Presenters, Sectors	Academia;				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Nature; Education, Early Childhood; Play, Child-Led; Learning, Alternative; Play, Benefits				

601	“Isn’t Play Meant To Be Fun?” Remembering Enjoyment In The Rigours Of Play Research				
Abstract	Enjoyment is identified as a defining feature of play. The pressures to conduct rigorous play research implies an emphasis on systematic data collection and analysis which has the potential to force an omission of the concept of enjoyment. The aim of the research was to examine the functional play presented by autistic children to design a play framework that enables teachers to support play in the classroom. Direct observations of autistic children (n27) were analysed to establish precise functional play categories. Interviews with class teachers (n17), concluded that the framework could be used to to set play targets and measure and evidence play progress. However, the concept of enjoyment remained hidden until the latter stages of the interviews when a class teacher stated, “What happened to enjoyment, isn’t play meant to be fun”. This phrase forced a change to the research to ensure enjoyment became a feature of the functional play framework. As play researchers we have a responsibility to include enjoyment in play research. This presentation discusses the necessity of locating a space in which enjoyment is not idolised as the entire focus, but neither is it ignored or cast aside as being less valuable (Smith, 2009). Therefore, the ‘middle ground’ is a place in which enjoyment is considered at some stage of all rigorous play research.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Christina Hancock ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children’s Participation	Active in research				
Covid-19 focus	No				
Keywords	Autism; Enjoyment				

631	"Let's Go To The Mountain!!!": The Power Of Up - A Year Of Play And Playwork On A Dirt Bank.				
Abstract	Playbreaks have been described to me as "play activities" that are a "break from the normal proceedings". That sorta leaves me cold. To be fair, those proceedings, they can get rather formal. But Play is serious. So this Play:Break will treat it thusly. It will be "play" and a "hands on testimonial to its power" or "a chance to engage and reflect on its power" or "fun". And it will be as risky as you want to make it. So, Enter at Your Own Risk. And play. Or walk around and observe like a playworker and see if your stomach turns a little or a lot. And ask yourself, if kids were doing this, would I stop them? Are they playing?				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Jim McCullough ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; (Artist, play poet)				
Presenters, Sectors	Community				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Risky; Roughhousing; Emotions; Joy				

691	Co-Creating Play: Empowering Children Through Collaboration Between Practitioner, Environment And Child .				
Abstract	Children's needs are rarely considered in the design and construction of the various environments in which they live. Even play spaces, which are intended specifically for children, are constructed with a narrow and prescriptive theoretical view of children in mind, rather than by children themselves. It is therefore vital to create innovative environments for play, in which children are empowered and in control at all stages of their development - from even the very earliest design. How we create spaces affects how those spaces are used, and when practitioners actively collaborate in making playspaces with children, we can create spaces that are more democratic, more enriching, and more fun. Using playworker, early years practitioner and child reflections we will examine what 'child-led' means in practice, and look at how this can be achieved through listening processes that involves the child, environment, and the practitioner.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Hamish Orr ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Environment; Spaces, Play; Design, Universal; Environment, Built; Collaboration, Inter-generational				

700	Aproch – An Initiative To Reclaim The Right To Play Using Public Spaces				
Abstract	Urbanization is affecting the child right at all levels. One of the rights of children to play is neglected most of the time in the process of urban planning and designing. The best intentions of adults for providing a conducive ecosystem for the upbringing of their children can fade if these intentions are not brought alive by mindful and regular practices. aProCh (a Protagonist in every Child) is a community based initiative started in 2007 to create “Child friendly city”, which accords safety; provides freedom to explore, derive fun and joy, has ample opportunity and builds childhood memories. aProCh strives to promote the social, economic and political inclusion of all and ensures equal opportunity for all through various interventions. The Key programs are: Street Smart/Happy Street, Parents of the Park, Mov’ing Experience, City on Cycles & City as my Landscape. Each program is designed mindfully to keep play as a key element. With toolkits and how to guide, these are easy to replicate, low on resources and have multi fold benefits. aProCh is replicated in 11 Indian cities, in Bangladesh and Mexico, impacting 10,00,000 children with a network of 400+ partners. aProCh has won various international accolades and is recognized as a SMART goal for SDGs by the UN.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Kirti Zala ¹ , Kirti Zala ²				
Presenters, Domicile	India				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children’s Participation	Active in research				
Covid-19 focus	No				
Keywords	Childhood; Rights, Play; Play, Impact; Spaces, Open; Cities, Child-friendly				

727	Translational Research, Community Volunteers And Empowerment: A Journey To Increase Access To Play-Based Learning In A Crisis Setting				
Abstract	This paper reviews the progress (2019 – 2023) of a collaborative programme developed to increase access to play-based learning for young Rohingya refugee children living in tented homes in Cox’s Bazar, Bangladesh. Academics, a non-government organisation and local community volunteers worked responsively, using a six-stage translational research strategy, to develop a safe, relevant and sustainable evidence-informed play initiative. A case study approach used mixed methods to explore the effectiveness of the transfer of knowledge and a blended volunteering model. The findings highlight that common values and motivators enabled a shared vision rooted in genuine, respectful, purposeful partnership working. Bespoke training content and resources were developed and mothers and big sisters from the community were targeted to become volunteers who would train and lead regular sessions from their own tented homes. The programme led to fifty trained community volunteers providing three, two-hour, play-based learning sessions a day, six days a week for 1500 children. The project addresses Sustainable Development target 4.2 which aims to ensure that all girls and boys have access to quality early childhood development by 2030 (UNESCO, 2015) and Sustainable Development goal 5: Gender Equality;community volunteers were empowered by the programme and their status in the camp rose.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Debra Laxton ¹ , Linda Cooper ³ , Purna Shrestha ³ , Sarah Younie ³				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Sustainability; Crisis, Play and; Learning, Play-based; Sustainable Development Goals; Education, Early Childhood				

731	Planting A Seed After Disaster				
Abstract	On March 11, 2011, a large earthquake occurred in eastern Japan. In the Great East Japan Earthquake, 15,859 people died and 3,021 people went missing in 12 prefectures. In Ishinomaki City, Miyagi Prefecture, where the tsunami caused a great deal of damage and deaths, I worked as a children's playground in an evacuation center and temporary housing for six years. Immediately after the earthquake, the children were listening to the faces of the adults in the cramped shelter. The children were patient in the narrow space of the shelter. It was like a doll's face with no emotion. We emphasized the importance of children's play and playgrounds in any crisis situation, and the children's playground that started at the evacuation center continued until temporary housing was built and each child had their own house. I would like to introduce what the children showed immediately after the earthquake and how we dealt with it.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Natsuki Hotta ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Community				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Disasters; Playwork; Crisis; Japan				

736	Design For Play – The World’s First Master’s Program In Design For Play				
Abstract	Design for Play is an international 2 years master’s program, established in 2017 at Design School Kolding in Denmark, and teaches play designers the competencies to make the world a better place through play. The related research and development department, LAB for Play & Design, ensures new and relevant knowledge from academia and the industry within design and play, by collaborating with external partners. The master’s program involves four courses on the first year, equipping the students with tools, methods and approaches for designing for play in different contexts and for different target groups; Play Experiences, Applied Play, Child-Centred Design for Play and Playing with Futures. On second year, the students go into internships in companies and organisations, conducting research within play and design and do their final master’s projects together with an external collaborator. Every year 25 play designers graduates from the program, pursuing jobs in companies, studios and organisations. They work with toy design, playground design, and integrating play into work and design processes, as well as hospitals, museums, municipalities and NGO’s. They become ambassadors for play and advocating the importance of play, by developing, facilitating and designing new ways of more playful living in the world.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Karen Feder ¹ , Pia Viuff Schytz ²				
Presenters, Domicile	Denmark				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Design, Play; Education, Danish Masters’; Education, Design students				

740	Parent's Perception Of Risk In Children's Play				
Abstract	Allowing children opportunity to take risks in their play is important for free play and may help to reduce children's risk of fear and anxiety. Parents' perception of risk plays a role in determining their child's risk-taking opportunities; it may be impacted by parent and child gender as well as parent anxiety. Some evidence suggests that fathers may encourage and engage more in rough and tumble play with their children and their corresponding perception of risk in children's play may be lower than that of mothers. Previous research indicates that anxiety may act as a barrier for parents in supporting their child's risky play. As women experience higher levels of anxiety than men, this may also lead to gender differences in perception of risk in play. Furthermore, child gender may affect parent's support of risk taking. This study examined how parent and child gender affect perception of risk in children's play, and whether any gender differences hold after controlling for parent anxiety through two studies using independent samples and methods. One study includes a national sample of >1700 parents. The second study includes 88 parent dyads. The results provide new insights into parent's perception of risk in children's play.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Zoe Ryan ¹ , Helen Dodd ² , Lily FitzGibbon ² , Rachel Nesbit ²				
Presenters, Domicile	UK (England) and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Risky; Anxiety; Children; Parents				

745	Play Streets, Play On Streets And Questions Of Social, Spatial And Environmental Justice				
Abstract	Whilst the contemporary ‘playing out’ movement in the UK is a relatively recent phenomenon, it has its roots in play streets (or “street playgrounds”) from the early to mid-20th century and in decades when the street was where most children played, and it engages potential futures around car-free and low-traffic neighbourhoods. In all these incarnations, play on streets connects to wide-ranging discourses and practices around social, spatial and environmental justice. These include questions around which children are permitted to play, where, and in what ways; how children’s play on streets sits within wider contexts of community and neighbourhood; the unequal environments (traffic; air quality, green space, etc.) in which children are able to play; and the potential costs of enabling or limiting play on certain streets for other streets and spaces. This paper reflects on more than 5 years of both research and activism around the ‘playing out’ movement to develop a research agenda around play on streets and social, spatial and environmental justice. It draws on examples from cities across the UK and explores how inequalities around play on streets shape, and are shaped by, other inequalities in the lives of children, their families and their wider communities.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Alison Stenning ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children’s Participation	Active in research				
Covid-19 focus	No				
Keywords	Streets, Play Streets; UK; Environments, Cities; Justice, Social; Justice, Spatial				

747	Experiences Of Municipal Staff When Children Share Their Views For (Re)Designing A Local Playspace: A Multiple Case Study In Ireland.				
Abstract	The playspace design process provides a unique opportunity to invite children to express their views on play and influence the decision-making processes on play facilities, thereby also promoting their participatory rights. The representation of children's participation in policymaking tools such as guidelines encourages community involvement and children's participation during the planning, construction and management phases. However, it is unclear how local decision-makers operationalize children's right to participation in their community-based (re)design of playspaces whether using a guideline or not. This study investigated the experiences of municipal staff when involving children in (re)designing a public playspace deploying a multiple case study method design. Three Irish municipalities provided relevant documents and nine persons were interviewed. Data analysis conducted with thematic analysis approach revealed challenges in recruiting children, the impact of gatekeepers, age-appropriate strategies deployed to hear children's experiences, and demands of governmental procedures. The interviewees confirmed the necessity and the value of children's participation in (re)designing a public playspace, but the operationalization remains complex and time consuming. Even with Ireland's National Framework for Participation and its Centre of Excellence providing training and support, integrating children's rights to play and participation into local policymaking needs even more focused attention.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Rianne Jansens ¹ , Helen Lynch ² , Alexandra Olofsson ³ , Maria Prellwitz ²				
Presenters, Domicile	Ireland and Sweden				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Participation, Children's; Design, Playspace; Experiences, Staff				

806	Outdoor Crash Course - Play And Adventure Awaits				
Abstract	We aim to Inspire and promote playing outdoors, To introduce new ideas & skills, also To increase participant confidence in playing outdoors. You've been travelling in your group to the International Play Awards (IPA) as you've been shortlisted for 'Best Ever in the Whole World Play Team' Your private jet has 'crash' landed in a woodland. Before crashing you managed to send out an SOS call. The search party will be a helicopter and only have room for 1 team. In order to try and make the second day of the convention and possibly still be in with a chance of winning 'Best Ever in the Whole World Play Team' you need to be the first out. Will you be the first team out? You will go on an adventure of a lifetime, building dens and fires to keep you warm and to cook your foraged food, play a game of extreme hide and seek, create peace totem poles through whittling, put up and navigate your way over ravines using slacklines, use giant slingshots to feed the angry truffids (human eating plants) and finally learning different knots to help you swing through the trees like Tarzan aaaaaaaah, aaaaaaaaaah, aaaaaaaaaah, aaaaaaaaaah.				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Nathan MacGillivray ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Fun; Play, Adventurous; Playful; Inspiration; Play, Outdoors				

836	Designing For Kids: A Children's Rights Perspective				
Abstract	Designing for kids: A Children's Rights Perspective is a hybrid learning course that broadens perspectives about designing for kids and teens. The course brings best practices to research and the workplace to improve products, services, experiences, and environments for healthy child development. Krystina Castella from ArtCenter College of Design (Pasadena, CA. USA) and Daniel Spikol of the University of Copenhagen (Denmark) developed the course. Both have researched and designed children's products, services, and experiences for over three decades. In the presentation, Krystina and Daniel will share learnings while developing the course over the past 3 years. This included dozens of interviews with industry experts, case study examples, and studying diverse questions, approaches, and challenges encountered in multiple industries. The presentation a) strengthens knowledge, understanding, and practice about creating products and services for kids b) shares best practices in working with vulnerable populations to bring to research and industry c) highlights collaborations between experts in child development, design, play, and children's rights. D) shares interactive exercises, toolkits, and resources that bridge play, design, and children's rights. The presentation supports professional development and organizational learning for professors, design researchers, and practitioners working for NGOs, private companies, and the public sector.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Krystina Castella ¹ , Daniel Spikol ¹				
Presenters, Domicile	Denmark and USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Products, Design; Rights, Children's; Development, Professional; Education, University; Methods, Design				

845	Playground Games				
Abstract	Playground games are a fun way for children to keep fit and healthy. Playing group games encourages teamwork and fosters friendships. Take a play break and enjoy some fresh air whilst having fun and learning some new games. This will be UK playground games such as variations on tag games, ball games, and mouse tap, ladders or captain orders! This play break needs to be run in an open space to allow for running around and free from obstacles. We may use chalk on the ground depending on the games we do. Ideally, this will be run over a 30-minute session and hopefully in 'dry' weather!! Maximum number of 30 people. This will be ideal for play practitioners to take some active games back into their play setting whilst doing something a little different.				
Format	Play Break				
Conference Themes				Play and the creation of environments	
Presenters, Names	Stephanie Lynch ¹ , Sharon Smith ¹ , Simon Cawthorne ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Games, Playground; Play, Outdoor; Children, Primary School; Practitioners, Play; Schools				

854	Quests: Playfully Reimagining Cultural Venues				
Abstract	The process of developing a Quest supports the involvement, engagement, and builds resilience of disabled participants, those from disadvantaged backgrounds and young people struggling with school. Mentored by final year drama and performing arts students from the University of Gloucestershire, and supported by artists and playworkers the young people research the history and the stories of each venue. They lead on all aspects of the organisational development and design of the Quest. They then devise a playful, promenade drama/arts performance taking children and family audiences on a journey, telling the stories from their perspective and actively involving them in the creative and playful process. Some children and young people experience discrimination and exclusion from both everyday playful experiences and broader life experiences. They feel left out and undervalued, they often lack confidence, and may not 'understand' or feel they are not 'understood' or simply feel ignored. This socially engaged practice approach supports creative methodologies with children at the centre of the process including: (i) Understanding resilience and children's development and behaviour through play; (ii) Using drama techniques for engagement with learning; and (iii) Incorporating children's play to help build social understanding and support for healthier relationships				
Format	Poster				
Conference Themes			Play and Resilience		
Presenters, Names	Tanny Stobart ¹ , Karen Davies ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Resilience; Inclusion; Practice, Socially Engaged; Drama				

870	Cross Sector Partnerships For Understanding And Solving Playspace Inequity				
Abstract	Play provides a range of developmental benefits that all kids need to grow up happy and healthy. But in the United States, the ability of kids to access playgrounds depends heavily on factors like race and family income. The enduring realities of racial segregation and disinvestment mean that local leaders must use data to better understand who has access to these vital spaces and who doesn't, and to shape how they plan and develop interventions to create equitable spaces for play. In this panel, participants will learn from the play experts at KABOOM! about what playspace inequity looks like in America today, both from a national standpoint and in specific places. Hear about emerging insights and data from initiatives in places like Colorado and Baltimore that seek to measure and address playspace inequity using both quantitative and qualitative methodologies, and then forge cross-sector partnerships to build the playgrounds needed to close the gaps.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Jen De Melo ¹ , Kevin Paul ³				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Playgrounds; Equity, Playspace; Equity, Racial; Partnerships, Cross-sector				

875	Multiple Intelligences And Play Create Learning Environments That Lead To Academic Success.				
Abstract	This workshop will provide participants with theoretical concepts about the terms included in the title as well as the practical experience of learning through some scenarios aligned to those concepts. The Multiple Intelligences theory has been an important influence in many educational systems around the globe. On the other hand, educators have agreed to use play as one of the most natural way in which, especially, young learners gain knowledge and skills. Lastly, and as a result of combining at least these two factors, educators, learners, communities, and researchers have found a viable path to take their young minds to achieve the academic success that each educational system that is child/learner centered would desire. Participants will also have an opportunity to share their experiences, ideas, concerns, etc.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Myriam Aguila ¹				
Presenters, Domicile	USA				
Presenters, Roles	Manager/Supervisor; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Intelligence, Multiple Intelligences; Learning; Success, Academic				

877	The Value Of Free Play And Risk: Families' And Playworkers' Perspectives Of An Adventure Playground				
Abstract	Play is not prioritized across state and local governments, educators, or parents in decisions about children's time, activities, and environments (Hurwitz, 2002; Iltus & Steinhagen, 2003; Play Coalition, 2008). Adventure Playgrounds, also known as "junk playgrounds," are a possible solution to bring free play back into children's lives, especially in urban environments (Walker, 2016). The Yard, an adventure playground site in New York City, serves children and their families as they encourage "risk-taking, experimentation and freedom through self-directed play" (Mission, n.d.). That said, there are contrary opinions about adventure playgrounds in relation to risk in play and the role of adults in children's play. While there is research on the roles and views of designers, architects, and educators on adventure playgrounds (Teague, 2015), further empirical research is crucial to understand children's, parents', and playworkers' perspectives to shed light on how play at The Yard can benefit families. Grounded in a socio-ecological approach, this study uses narrative analysis of interviews with families who have attended The Yard, as well as the playworkers on site, to explore the different ways "play" is framed and how these diverse perspectives contribute to a better understanding of experiences related to children's free play.				
Format	Poster				
Conference Themes			Play and Resilience	Play and the creation of environments	
Presenters, Names	Lisa Babel ³ , Bengi Süllü ¹ , Mahnaz Izadi ³				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Free; Play, Risky; Playgrounds, Adventure				

935	Join Pat, The Play Lady For A Playful Walk				
Abstract	Pat Rumbaugh, is known as The Play Lady. One of the many ways Pat enjoys playing is going to a playful walk. Pat invites you to put on your play clothes, comfortable shoes and join her for a playful walk around Glasgow. If possible on the walk attendees will stop at a playground to play, if not there will definitely be play activities attendees will enjoy along the way. This experience will help you meet attendees from around the world, have the opportunity to gain some fun physical activities and to see places around Glasgow. Let's play!				
Format	Play Break				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Pat Rumbaugh ¹				
Presenters, Domicile	USA				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Walk, Playful; Activity, Physical; Experiences, Shared; Play, Active; Fun				

974	Turning Challenges Into Opportunities: How Hospital Play Service Supports Psycho-Social Needs Of Children And Families Through Play Interventions In Hospitals And The Community During The COVID-19 Pandemic In Hong Kong				
Abstract	The emergence of COVID-19 has brought a drastic change in all aspects, including healthcare settings. Changes in policies led to decreased or even suspended play opportunities for child patients in hospitals. The Hospital Play Specialists (HPS) also faced different challenges in the environment. The HPS team has provided hospital play service at paediatric wards for nearly 30 years in Hong Kong. During the pandemic, there were restrictions and limitations to the service. The team looked at every challenge as an opportunity that more comprehensive and diverse play interventions have been developed. Plenty of play materials such as playpacks, and playable booklets were designed and prepared according to the developmental and psycho-social needs of child patients. Online play platform was also developed to provide instant play opportunities during hospitalization. It aims to ensure child patients' quality playtime, have better preparation for medical procedures and meet other psycho-social needs. For the community, child-friendly materials related to health issues such as hand hygiene, Rapid Antigen Test (RAT), and vaccination were designed and widely used during the pandemic. This presentation will focus on the new hybrid (online to offline) intervention mode of hospital play service, which brought new insights to enhance child patients' resilience.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Yuen Chi Chong ¹ , Cho Yiu Poon ¹ , Yan Yin Lai ¹				
Presenters, Domicile	Hong Kong				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Play, Hospital; Wellbeing, Psycho-social; Resilience; Health, Child				

981	Biopsychosocial Influences On Play				
Abstract	Research supports the essential nature of play as directly impactful of children's overall development and wellbeing. However, understanding the symbiotic nature of play and biopsychosocial factors surrounding play is essential to providing optimal play experiences as the meaning of play, play materials, and access to play are not uniform across cultures or communities. Healthcare providers, particularly Child Life Specialists/Hospital Play Specialists, need to develop and expand their ability to assess a broad range of biopsychosocial factors that impact how a child may respond to hospitalization but also how they respond to supportive interventions, like play, to optimize their coping and recovery. Biopsychosocial factors such as development, health, mental health, trauma, racism, gender, gender identity, family structure, socioeconomic, geography, and religion influence how and why children play within their daily lives. This interactive presentation examines the impact multiple biopsychosocial factors have on hospitalized children's play, the use of therapeutic relationship in the promotion of play engagement, the role of a providers own play history on the provision of play opportunities and intrinsic bias regarding play.				
Format	Workshop				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Jeanine Clapsaddle ¹ , Holly Clark ¹				
Presenters, Domicile	Germany and USA				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Biopsychosocial; Play, Hospital; Bias, Intrinsic; Play, Healthcare; Children				

987	Gender Differences In Children's Loose Parts Play And Parental Influences In Play Type Choices				
Abstract	Loose Parts Play, defined as engagement with various materials (e.g., acorns, pipes, tires), is claimed to be one of the most encouraging forms of play, particularly as the foundation for learning in Science, Technology, Engineering, and Mathematics (STEM). Indeed, many researchers and policymakers endorse loose parts for developing creativity, divergent thinking, and problem-solving. While gender stereotypes are prevalent in children's play, parental attitudes related to play in childhood differ with income and educational attainment. As partners in the child's play, parents take on a crucial role in how play is defined, valued, and practiced at times for them. Yet, research on the basic parameters of children's loose parts play with others is lacking. In a pre-experimental study, we observed 30 parent-child dyads with (I) loose parts or (II) single-purpose toys. We explored how children's play types, duration, and engagement with their parents are influenced by child's gender, parent's gender, attitudes toward play, suggestions, and key social determinants (parental education and income). Parental attitudes and engagement pertaining to specific domains provided gender-differentiated play suggestions, especially for low-income families. Further investigations include gender dyadic composition (i.e., child gender-parent gender) and the impact of child and parental gender on STEM talk during play.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Keirsten Taylor ¹ , Ozlem Cankaya ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Play, Gendered; Children, 3-5; Canada; Influence, Parental				

1004	Designing An Environment For Quality Movements And Optimal Brain/Body Development				
Abstract	There is a large amount of research showing movement and play experiences in young children is critical for optimal brain and body development. However, quality movement is often overlooked as an essential element when designing play environments for young children. A recent study (Archer-Siraj 2014) showed that improved movement experiences are directly related to the quality of the environment. Indicators of quality included floor space, outdoor time, and access to quality movement experiences. Therefore, it is critical to define quality movement-play experiences for each age group and discuss ways to provide adequate floor space and access to the outdoors when designing environments for play. These design elements can be used across multiple settings with a low-cost impact. This workshop will define quality movement and the correlation between movement and learning based on theory and research. I will give evidence and examples of how to design play-based environments that encourage quality movements across multiple settings.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Amanda Phy ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Movement; Development, Brain; Development, Body; Design, Environmental; Learning, Outdoor				

1013	Planning For Play In Local Governments And Municipalities				
Abstract	In 2013 the UN released a General Comment in response to concerns that the right to play had not been receiving the attention it deserves. Responsibilities for governments are described in terms of ‘respecting, protecting and fulfilling’ this right. Quite specific direction is given to Municipal Planning, where it is stated that “Public planning must place a priority on the creation of environments which promote the wellbeing of the child”. The IPA World strategic direction has a mission to enhance knowledge transfer and sharing through potential establishment of interest groups. This workshop will provide an opportunity for colleagues who share interest an experience in Local Government planning and provision for play to reflect on challenges and opportunities to implement Article 31 in their work. The workshop will include: (i) Short presentations from representatives from different countries on initiatives; (ii) Identification of critical issues facing Local Government; (iii) Exploring ideas within the ‘municipal planning’ guidance of the General Comment; (iv) Opportunities to strengthen work to promote the wellbeing of the child through building a strong network across Local Governments, and (v) Discussion on establishing a regular Local Government network for knowledge sharing across IPA World membership.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Cathy Kiss AM ¹ , Robyn Monro Miller AM ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Manager/Supervisor; Policymaker				
Presenters, Sectors	Local Government				
Source Material	(Promoting play)				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Government, Local; Network, Knowledge-sharing; GC17; Planning, Municipal				

1035	Spread The Playvirus In Childfriendly Cities				
Abstract	Every child deserves a safe and challenging living environment in which they can play independently and grow up healthy. The interdisciplinary "Platform Ruimte voor de Jeugd" wants children to develop in a balanced way, with room for play, independent mobility and a full place in society. RvdJ is a netwerkgroup, also with IPAmembers, for people with a passion for the playing child. Civil society organisations, researchers, professionals, self-employed persons, companies and networks are working together to improve playing opportunities. With the Play Forum, research, advocacy activities. What results have been achieved so far? We are working on the implementation of the GC17, through the national 'Play Together Agreement' and the Play Forum and the contributions to the NGO reports. We have reached successes, but there is still a long way to go. In this workshop we want to share practical experiences national level and from different local communities in the Netherlands. We will discuss how we can work together with research, practice and policymakers, to improve the play-possibilities for children and youngsters. What focuspoints are needed in this advocacywork coming years, and how can we make results in our countries, special in local communities?				
Format	Workshop				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Froukje Hajer ¹				
Presenters, Domicile	Netherlands				
Presenters, Roles	Play Practitioner; Advocate; Policymaker				
Presenters, Sectors	(Private practice, Consultants)				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Advocacy; Co-operation, Interdisciplinary; GC17; Cities, child-friendly; Cities, Playable				

1088	Word Play: The Emotional Experience Of Child-Centered, Rights-Based Language				
Abstract	Powerful language can completely shift one's perspective and attitudes, reshape long-held understanding and inspire fresh insight. Emily experienced just such a change in June 2019 when her U.S. National AfterSchool Association cohort visited Edinburgh, Scotland. Typically stultified by public policy analysis and explanation, she found herself entirely drawn-in as leaders of the Scottish Out of School Care Network described Scotland's National Performance Framework and the Draft Framework for Out of School Care. Policy is now engaging territory for Emily. She revisits Scotland's Play Strategy often, using the language and vision detailing children's rights to fuel her newfound commitment to play advocacy for school-age children and her self-directed study on why the U.S. has yet to ratify the UNCRC. Join us for a refreshed mindset toward policy, together we'll find language that energizes our work! In this workshop we'll: (i) "Play" with words and notice how our right-to-play advocacy messages "feel." (ii) Acknowledge and reflect on the challenge of effective communication in politically polarized times. (iii) Review the dilemma of the USA: how children's rights are discussed in the U.S. and why it has not ratified the UNCRC.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Emily Holder ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Language, Rights-based; Language, Child-centered; Rights, Play; USA; Children, School-age				

1091	Playing, Growing, And Learning In The School Garden				
Abstract	This workshop will share the process of co-creating our rebuilt school garden with over 500 K-7 elementary school students in urban British Columbia, Canada from the practitioner perspective. I will share our collective process for prioritizing the well-being of children by centering children's play in our garden planning and by re-imagining where and how learning happens in our school. This workshop will also share how we successfully navigated allocating a full-time teaching position dedicated to outdoor play and learning in our school garden. Systemic support, like an outdoor play friendly provincial curriculum, and district support, like complimentary access to carpenters and landscape architects will be highlighted as a sustainable and scalable model for outdoor play and learning in the Canadian public school system. Finally, I will share examples of how emergent, cross-curricular learning with loose parts outdoors, is made possible within a system of public schooling, and will share lessons learned over a decade of teaching entirely outdoors which hold space for imaginative and risky play in the school garden school context.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Megan Zeni ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	(Education)				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Gardens, School; Play, Loose Parts; Curriculum, Emergent; Play, Outdoor; Schools				

1104	Building Logical Thinking Skills In Early Learners Through Play Based Strategies				
Abstract	Child development research indicates certain parts of the brain are exceptionally sensitive to the environment or experience during certain critical periods. For parts relating to communication, reasoning and decision making, it is believed to take place mostly between 1-3 years of age. With this background, we explore ways we may stimulate logical thinking skills through play activities for early learners. Logical thinking involves the ability to think reasonably to draw conclusions. This requires the understanding of attributes, relationships, and sequence to make logical connections to think through problems and apply strategies for solving them. This skill is not just for formal learning but is an essential life skill for them to better understand the world around them and adapt to a wide range of situations at home and in the community. Early learners are only concrete and literal thinkers. However, they do sometimes make surprising connections from their learning and making sense of the world. Play becomes the best way to help children make that connection. Through various learn-through-play methods, early learners can deduce, classify and sequence. In our presentation, we will also share our evidence based strategies to help early learners build these logical skills through simple guided-play activities.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Victor Koong ¹ , Wei Wei Sang ¹				
Presenters, Domicile	Hong Kong				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	(Education)				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Skills, Logical thinking; Children, 0-3; Hong Kong				

1145	The Play Cycle – Introduction To The Process Of Play				
Abstract	The Play Cycle was first introduced at the 1998 IPA Conference in Colorado by Gordon Sturrock and Perry Else as part of their presentation ‘the playground as therapeutic space: Playwork as healing’ more commonly referred to as the ‘Colorado Paper’. The Play Cycle is now incorporated within playwork practice with the Playwork Principles (Playwork Principles Scrutiny Group (PPSG), 2005) and playwork education and training. In 2019, 20 years after its introduction in the ‘Colorado Paper’, Dr Pete King and Dr Shelly Newstead researched both playworkers and childcare workers understanding of the Play Cycle. The research resulted in re-defining the six elements that make up the Play Cycle and how provided details on how the Play Cycle has been used. This presentation will go through the Play Cycle and the process of play based on the research evidence (King & Newstead, 2019, 2020; King & Sturrock, 2019). This will be of use to both new practitioners and students to play and playwork, but also to more experienced practitioners, trainers and educators who used, or want to use the Play Cycle in their work.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Pete King ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate; Policymaker; (Educator, Senior Lecturer)				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playwork; Play Cycle				

1146	Empowering Children: Saying Yes To Risk				
Abstract	Educated by Nature are intentional about creating space and actively supporting children to experience risky play. We model positive, empowering and confidence-building language that supports children to take risks. This is coupled with the provision of time and space for children to experience their environment and make necessary decisions to navigate risk. When we trust in children's abilities and provide opportunities for investigation and engagement with risk, they unlock their innate learning potential. This workshop explores the concept of risk in children's play and parent perceptions of risk within an Australian and International context. Ellen Sandseters' six types of risky play are outlined with discussion about the ways in which these can be used in various child-based settings to support deep engagement and authentic play opportunities.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Daniel Burton ¹ , Fay Baudains ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate; (Executive, CEO and Co-Founder, Educated by Nature)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Risky; Children, 0-15; Australia; Play, Nature; Play, Outdoor				

1157	Childhood In The Hospital: Children's Perspectives On Play During Hospitalisation				
Abstract	All children have a right to play during childhood, but what happens when much of one's childhood occurs in a hospital? This qualitative research study utilised ethnographic observations and semi-structured interviews to investigate children's own views and experiences of what it is like to play during hospitalisation. For young patients, play can look and feel quite different – certain types of play in hospital can be physically tiring, challenging, or at times inaccessible, and play does not necessarily take pain away. And yet, hospitalised children seem to have similar play objectives and outcomes as their counterparts experiencing childhood outside of the hospital: children play to explore and understand, to have fun and to be happy, to relax and to escape. Play is a way that children reclaim a sense of childhood normalcy in an otherwise atypical, serious environment. Play does not fulfil the same purpose as medical care for a child facing health adversity, and sometimes a sick child cannot be made physically well. However, if we recognise children as 'beings' and value children's agency in their childhoods, regardless of context, play that enhances children's wellbeing and sense of self must also be part of caring for children's health.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Kelsey Graber ¹ , Christine O'Farrelly ^{DK} , Paul Ramchandani ^{DK}				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Perspectives, Children's; Hospital, Paediatric; Rights, Children's; Healthcare				

1158	Teachers' Approaches To Play To Guide Children's Social Interactions				
Abstract	The purpose of the study is to understand how teachers in early childhood use play to support learning and development. The primary focus is to examine teachers' classroom practices with regard to helping children develop social skills specifically empathy during classroom play. One hundred and eighty-seven teachers from 7 countries (i.e., Cyprus, Denmark, Estonia, Greece, Spain, Turkey, and US.) responded to the questionnaire. Findings showed that teachers see their roles in play as showing guidance and participation. When their supportive role was asked helping children without interruption seemed to be the most frequent response. However when their understanding of support was asked, the teachers stated that they use play as a tool to teach. When it comes to guiding children to understand their social interactions, the teachers seemed to use the conflicts during play while asking "how would you feel...?". The teachers also prevent play for interruptions by reminding the rules, giving children different roles and ideas, and redirecting their attention to something else. Based on the findings, some suggestions are provided for teachers to utilize play to support children's development and learning.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Mine Gol-Guven ¹ , Konstantina Rentzou ³ , Ruslan Slutsky ³ , Jesús Paz-Albo ³ , Maire Tuul ³ , Grethe Kragh-Müller ³				
Presenters, Domicile	Denmark, Estonia, Greece, Spain, Turkey and USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Teachers; Development; Skills, Social				

1289	No Time To Play				
Abstract	There is a dearth of literature regarding how US adolescents play and how play affects stress and mental health. In the past 50 years the rates of play have declined in children, and yet the rates of depression, suicide, and other mental health struggles have increased in children, adolescents, and young adults. The past two years as the COVID epidemic resulted in schools going to online education and opportunities to play with others was limited. The poster presents and describes the state of current research and raise questions about the nature of adolescent play and its evolution over the last decade – specifically, focusing on how the daily lives of adolescents have been, or have not been, shaped by the effects of overscheduling and participation in organized sport, the influence of invasive/predatory technology, and isolation due to the Covid-19 epidemic and the pilot program we propose to explore these questions. This play-program and corresponding research will work to understand how adolescents play and how play effects mental health. Ultimately, the results of this program will promote the rights of adolescents to play and inhabit play spaces designed with the adolescent in mind.				
Format	Poster				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Jonathan McCloud ¹ , Kimberly Garza ³				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Adolescents / Teenagers / Youth; Health, Mental; Methods, Literature Review				

1298	Purposeful Play Powers Learning				
Abstract	There are five primary pathways in human communication: verbal, non-verbal, visual, auditory, and written. Typically, communication is considered a passive exercise rather than a physical one, but communication is part of a hierarchy of learning that requires physical movement of the body for success. If we don't move enough, this hierarchy of learning is built on an unstable foundation so sharing thoughts and ideas through these five pathways become more challenging than it needs to be. Children love to move and are designed to spend most of their day moving in big-body physical play. But today's children do not play as much as their ancestors did and it is taking a toll on their ability to communicate. In this presentation, we will examine the connection between communication and big-body physical play as we consider the hidden connection between the vestibular and proprioceptive systems to auditory and visual awareness, then look at the more obvious connection between play and core, grip, and upper body strength. Leaning into studies, research, and logic, this lecture will connect the dots between the desperate need for more big-body physical play, and the hierarchy of learning that leads to the sharing of thoughts and opinions from strong communication skills.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Preston Blackburn ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Skills, Communication; Brainstorm; Play, All-ages				

1299	Developing Play Pedagogy At East Park				
Abstract	At East Park, all staff understand the importance of play in the daily lives of the children and young people in our care. We commit to being proactive in ensuring that all children and young people have frequent, regular access to play. This presentation examines how East Park implemented a play pedagogy approach and the impact that this approach has had on learning, through detailed case studies, use of reflective practice sessions and development of the learning context. East Park is a grant-aided special school for children and young people with autism and complex additional support needs in Glasgow, providing day and residential placements for 25 pupils from across Scotland. For our learners, accessing their community can be challenging, and staff need to be skilled in autism practice to enable them to support pupils effectively. Implementing play pedagogy has enabled us to redesign our curriculum in a way that maximises engagement in learning and improves quality of life. At East Park we believe that finding ways to engage our children and young people is paramount; that sensory play is crucial for development; play supports skill and language acquisition and that play is serious fun. Come to this presentation to find out how we have developed our professional skills and learning environments to meet these needs and why our participation in the Play Pedagogy Award pilot was so important.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Catriona Campbell ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Autism; Needs, Complex; Inclusion; Play, Sensory; Glasgow				

1303	Child-Centred Design For Play – Taking The Starting Point In The Children When Designing For Play				
Abstract	Too many play designs for children are decided and designed by adults without any awareness or involvements of children. This includes a high risk of making play design solutions with no or low relevance and interest for children. Designers and other adult professionals are often not aware of the potential of working from a more child-centred perspective, until they have experienced it themselves – together with children - and by that, realised how much they actually don't know about children and their everyday lives. For five years at Design School Kolding, we have educated design students, designers and other practitioners in becoming aware of children's perspective when designing for play. Through playful methods like 'Internship as a child' and 'Co-creating the life of a child', adults are being confronted with their assumptions about children and childhood. By experiencing children's everyday lives together with the children in their daily surroundings, they get a better and more up-to-date understanding of children, their interest and needs. This has led to better, relevant and more meaningful play designs, that stands out as cases which exemplifying the child-centred way of working and how it benefits the children in the end.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Pia Viuff Schytz ¹ , Karen Feder ²				
Presenters, Domicile	Denmark				
Presenters, Roles	Researcher; (Educator, Design teacher)				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Design, Child-centred; Methods, Playful; Everyday				

1321	Promoting The Right To Play Through Storybooks				
Abstract	Play Wales has published three children's storybooks that celebrate the right to play. All three books, Fun in the dungeon, Fun in the garden, and Fun in the playground have been developed in partnership with an established community-based publisher. Story writing groups comprising children, parents and staff working with children met for several weeks and were supported by an author and poet to develop each of the storybooks. Over the course of those weeks, the groups discussed current issues regarding play Their ideas were shared with our illustrator Les Evans, who brought their story to life with his playful cartoons. Each of the stories remind us beautifully about how all adults in children's lives can either support or hinder the right to play. It captures the importance of supportive and tolerant adults and environments in helping children to realise their right to play. The poster will describe the process of developing the books and share feedback received.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Angharad Wyn Jones ¹ , Marianne Mannello ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Children; Rights, Play; Advocacy				

1374	Bringing Kids's Imagination To Life In Outdoor Play Through Augmented Reality				
Abstract	You see a slide, kids see a runway to the moon. You see a rock, they see a sailboat. The best ride is the kids' imagination. Outdoor play is losing out to kids hooked onto screens. We present how we use AR to bring kids back to the playground. In this talk, we present a way to create immersive environments that foster imagination, learning, and give children an interactive experience in play which helps in their holistic development. Examples: (i) Number Tower: Kids use real-life play cubes representing numbers and operators by stacking them up to form the expression that evaluates to a given challenge number. Others compete, collaborate, or be a passive part of the "Phygital" experience that blends Play/Learning, AR, and Math. (ii) Air drums: The child plays virtual drums through an AR app by simple motion of their hands in air, and create real music. (iii) Storytelling with AR: A formative play experience where kids narrate stories to one another by using virtual props in Augmented Reality. In this presentation, we talk about many such explorations and share our learnings about how technology can really unlock the benefits of play-based learning.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Jyoti Arora ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Reality, Augmented; Experience, Immersive; Learning; Play, Outdoor				

1394	The Liink Project: Successes, Challenges, And Policies Of A Play Intervention In U.S. Schools				
Abstract	Nature and the freedom to play throughout the day are the foundation to restore physical, cognitive, social and emotional developmental needs of children. Over the last 30 years, U.S. childhood obesity has tripled, stress and anxiety disorders have increased to one in six children as early as three years old, and their physical and social skills have deteriorated due to sedentary lifestyles. The school setting is a significant contributor to this problem as opportunities for play are often sacrificed to increase classroom time. The American culture is focused on cognitive development from very early ages without concern for social/emotional/physical development. The result is children struggling to stay nourished, energized, and productive. The LiINK Project, a 60-minute recess and character intervention, has been implemented in many schools to improve the amount of quality time children have to play outdoors daily and in turn, improve their health over time. Although results have been very positive, there are many challenges to develop sustainability in the school setting. This session will focus on school successes, challenges, and policies we need to implement in order to put play back in the child's school life.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Deborah Rhea ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Unstructured; Recess/Breaktime/Playtime; Health; Policies, Schools; Schools				

1400	Story Time				
Abstract	Come and listen to some beautiful children's stories being beautifully read. Alongside the stories, there may be some insight into why the particular story has been chosen. These stories are a combination of beautiful words and glorious illustrations and at least one may make you tearful				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Meynell Walter ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Children; Storytelling; Reading; Beauty				

1496	Intergenerational Play In Public Spaces And Social Well-Being: A Scoping Review				
Abstract	The significance of social well-being and public spaces has dramatically increased due to physical distancing and social isolation during the pandemic. This study has emerged on the idea of meeting the need for social well-being through intergenerational play in public spaces and the transformative potential of play. Accordingly, a scoping review was conducted to find an answer to the research question of how intergenerational play in public spaces affects social well-being. This scoping review aims to identify gaps in the research literature regarding the influence of intergenerational play in public spaces on social well-being. In the scoping review, a mix of search terms about intergenerational play in public spaces (intergenerational play, urban play, intergenerational play spaces, public spaces) and social well-being-related (social integration, social interaction, social engagement, social relationship) themes were used. This study is important because it contributes to the areas of urban design research that encourage playing in public spaces, highlighting in particular the lack of research on social wellbeing and the lack of relevant conceptual frameworks.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Aysenur Bas ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Intergenerational; Wellbeing, Social; Space, Public				

1504	Playworkers' Logbook Analysis Fpr Developing Vocational Competency In Japan				
Abstract	Skilled playworkers work at various play settings using their meta recognition and develop their abilities by analytical reflective practice. It is, however, difficult to grasp the whole picture of their highly specialised practice from outside, as their skills and knowledge have not been verbalised systematically. As a result, playworkers are inclined to get misunderstood and underestimated as an unskilled occupation. In this work-in-progress study, we analyse contents of a playworkers' logbook, which were recorded by senior playworkers on newly developed temporary adventure play provision in Tokyo. In need to train new playworkers and volunteers, senior playworkers concentrated to describe their actions and intentions in their practice, which would reveal the relevant core elements of quality and philosophy of skilled playworkers in terms of their knowledge, skills, values and behaviours. Contents of the one-year logbook were segmented into 621 elements, which were classified into several large categories with several sub-categories. The classification and naming of the categories were conducted by the senior playworkers themselves. The analysis of the study contributes to develop the training framework, which hopefully support new playworkers and new provision, and we also expect to develop international studies.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Hitoshi Shimamura ¹ , Eriko Motomori ² , Hiroki Sekido ² ,				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Training, Playwork; Playwork				

1505	Experiences With The Introduction Of Loose Parts Towards Children's Risk-Taking In Play And On Professional Dilemmas In Six Dutch Urban Playgrounds				
Abstract	The city of Utrecht in the Netherlands has 21 supervised playgrounds, set up by the municipality mainly in disadvantaged neighborhoods, which are staffed by community workers and volunteers. The playgrounds vary in size and amenities, from regular play equipment to nature playgrounds and often with organized play activities. In response to the demand from children wishing to engage in more adventurous play possibilities the municipality enables and finances a program for six playground teams aimed at facilitating loose parts play and stretching attitudes towards risky play. A researcher/trainer provided the three module course while monitoring professionals' changing beliefs towards risky play through the program and children's views on their involvement and experiences with the new play possibilities. The researcher and two play professionals present the experiences and dilemmas the trajectory posed, including the role of the municipality on safety issues. This is illustrated by the children's comments in the footage as we see their interpretations and perceptions of loose parts and risky play. Concluding remarks discuss the freedom and autonomy children need alongside the implicit consent of adults in order to experience freedom of thought and actions while contextualizing this with Self-Determination Theory and Van Manen's concept of pedagogical sensitivity.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Martin van Rooijen ¹ , Willemieke de Klerk ¹ , Bart Snijders ¹				
Presenters, Domicile	Netherlands				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Not present, but showing pre-recorded video footage				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Play, Risky; Netherlands; Children, School-age; Professionalization				

1506	A 'Red Thread': Play And Regeneration				
Abstract	North Ayrshire Council, convinced of the importance of play, wanted to revitalise a 197ha site, Lochshore Park, into a 'destination' focused on the health and well-being of the area, and of North Ayrshire and beyond. The Council was already committed to play being a 'red thread' running through the park. To achieve NAC's vision to 'transform Lochshore into a parkland destination which would attract visitors on a regional scale and deliver regeneration benefits to the Garnock Valley Communities', the masterplan for the park needed to be inspired by a play strategy to ensure that not only was play 'the driving theme' for the park's development, but that it would be an enduring theme in the ongoing evolution of the park and its use. It is their hope that this project will deliver significant environmental, economic regeneration, physical and mental health, and social health benefits. This presentation will look at the making of the play strategy, the consultation process which informed it and the design masterplan, which was conducted during the Covid-19 pandemic. There is no doubt that the pandemic affected the lifestyles of all people; in particular, the effect on children's ability to play freely and socially has been detrimental.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Harry Harbottle ¹ , Janet Dunsmore ¹ , Joanne Coughlan ¹				
Presenters, Domicile	Ireland and UK (Scotland)				
Presenters, Roles	Advocate				
Presenters, Sectors	Community; Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Regeneration; Design, Inclusive; Consultation; Strategy, Play; UNCRC				

1530	Playing The History Of Play And Its Grounds				
Abstract	25 pairs of Memory-Cards throw light on the history of play and its grounds - between long time ago and today, between architecture and nature. Come along and get the picture by playing with lots of pictures. After the game you are invited to find more information on the pictures shown on the cards.				
Format	Play Break				
Conference Themes				Play and the creation of environments	
Presenters, Names	Darijana Hahn ¹				
Presenters, Domicile	Germany				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Published research				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	History; Playgrounds; Memory; Methods, Playful study				

1607	A Hobby Premium And Access To Play				
Abstract	All children and young people have a right to play, leisure and cultural life, however, we know not all children experience this. In our 2021 Scottish Parliament election manifesto, Children in Scotland called on Scottish Government to explore a hobby premium/guarantee. We are also currently leading work to explore how this could work in Scotland. Learning from the Finnish experience we are looking at access to hobbies and play and how barriers to this can be removed. Our fun, interactive workshop would introduce the concept to delegates and articulate why such policy would support children's rights to play. We would look to use the workshop to provide a space for delegates to share experiences in access to play and hobbies internationally. We would hope to use these international experiences to inform our work in Scotland and to ensure that we are able to learn from international best practice. Utilising our participative approaches play, games and discussion would be woven throughout the session.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Chris Ross ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Officer, policy and participation)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	(Promoting play)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Hobbies; Choice; Rights; Equity				

1610	The Lundy Model Of Child Participation And Play Leaders In Designing Playspaces In Taiwan				
Abstract	TWPfC has long endeavoured to promote Taiwan children's right to play and to participation in various ways, and in enhancing their right to participation in designing playspaces, as well as urging designers, design college students, community workers, educator and government officials to learn from/with children. The Lundy's Model of Child Participation has provided the fundamentals to how TWPfC consult and collaborate with all mentioned (children, designers, design college students and et al) to make a friendly space where children's voices heard and to involve/incubate the right audience and to make influences in designing playspaces for children. All relevant adults as play leaders, with their inner children summoned, hangout, play, observe (interact+talk) in outdoor play environments and then translate/interpret what they have obtained from the processes to inform design professionals to make design decisions. TWPfC's practices within the 6 years have been described in 'Engaging Engaging Children and Community in Play Space Development: the Practitioners Toolkit for Planning and Implementing Effective Participation Process'. Instead of observing as an outsider, participatory observation was often used where researchers join participants and experience events and activities the same way as the participants do. It is an exceptionally useful tool to understand children's play behaviour...'				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Christine Lee ¹				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Taiwan; Parks; Participation, The Lundy Model of Child; Playgrounds; Toolkit, Practitioners				

1616	Getting Play 'Right' From The Start - The Impact Of Positive Early Experiences On Child Development And Fostering Of Positive Infant Mental Health Through A Play Lens				
Abstract	The realization of the right to play can be fostered through a community intervention model, using a holistic approach focusing on parent-child interactions. The importance of getting play 'right' from the start reflects the need for practitioners to support play from the antenatal and early childhood period. In doing so we are supporting the role that play has in bonding and attachment, leading to long lasting benefits for children's social and emotional wellbeing including positive infant mental health. This submission will present a case study from a Sure Start project based in an area of social deprivation in Northern Ireland. It reflects upon the success of a programme targeted at parents and babies up to 6 months of age, supporting secure attachment through play. With a strong focus on the role of play in building brains and building bonds with the aim of securing long-term optimum development for children. This is done not just by the early experiences that we give babies and young children, but also through the imparting of knowledge to parents and the promotion of a societal recommitment to ensuring that play is made a priority and not just a pastime.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Nicola McParland ¹				
Presenters, Domicile	UK (Northern Ireland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Children, Antenatal; Children, Early Childhood; Deprivation, Neighbourhood; Knowledge; Play, Commitment to				

1626	“A Pirate Goes Nee-Nor-Nee-Nor!” Humorous Play In Middle Childhood: A Window To Social Understanding?				
Abstract	Humour is a central feature of children's play in their close and intimate relationships. However, fundamental questions regarding the association between humour in play and children's developing social skills have been overlooked. In our research, we observed children (N = 110, M age = 6.91 years, 46.4% female, 98.1% parents identified as English, Welsh, Scottish, or Irish) as they played with a younger sibling during dress up play. We conducted detailed observational coding of children's humour production and examined associations with children's performance on a battery of social cognitive tasks. We found that humorous sound play with siblings was associated with children's understanding of emotions, and playful, light-hearted teasing was associated with their spontaneous references to others' mental states during solo free play. Children's humorous word play with their sibling was also associated with their tendency to engage in pretence when they played alone. Our findings contribute to knowledge and theory regarding domains of development associated with humour production in childhood. Together with our partner, Play Wales, we have harnessed these findings and worked with education professionals and primary school-aged children to develop new, freely available and bilingual (English-Welsh) educational resources for teachers to support children's humour in the classroom.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Amy Paine ¹ , Salim Hashmi ² , Nina Howe ³ , Dale Hay ³ , Charlotte Robinson ³ , Matthew Scott ³ , Nisha Johnson ³				
Presenters, Domicile	Canada, UK (England) and UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Humour; Cognition, Social; Family; Resources, Educational				

1666	Play And Sneaky Teaching				
Abstract	Educated by Nature are strong believers and advocates in children naturally learn through play. There are no PowerPoint presentations in this unique workshop, but an opportunity to be immersed in play! On-entry, participants are provided with a 'play station' to attend and a 'role' to play. Roles include children of different ages with different personality types, educators and observers. Through role play, participants explore materials and have fun being able to act out children they know so well! At the conclusion of the time of play, participants assigned to the 'observer role' are invited to share. As a group, we will discuss how adults encourage or hinder play, examine the depth of learning that has developed in 'sneaky' ways and reflect on this type of learning. The ultimate 'sneaky teacher' is able to encourage play and learning in a single session! This workshop requires a minimum of 25 participants.				
Format	Workshop				
Conference Themes			Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Daniel Burton ¹ , Fay Baudains ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Play Practitioner; Manager/Supervisor; (Executive, CEO and CoFounder, Educated by Nature)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Australia; Play, Nature; Types, Play; Children, 5-19; Learning, Playful				

1675	Sharing Spaces Of Influence- Using A Participatory Approach To Generate And Disseminate Irish Traveller Children's Own Stories Of Everyday Play.				
Abstract	The Irish Traveller Community are a recognised ethnic minority since. They face startling discrimination and exclusion from core aspects of society including Education, Accommodation and Health. As a direct impact of this, Irish Traveller children are at higher risk of exclusion from play opportunities, due to barriers including an absence of play spaces and restricted accommodation (National Children's Office, 2004). This research study will be led by researchers who work with Galway Traveller Movement, as education practitioners. Their work includes advocacy for equitable educational outcomes for Irish Traveller children. Both researchers have trusted, longstanding relationships with the community, with experience in community research approaches and child friendly practices. Adopting a rights-based agenda using the Lundy Model of participation and Photo Story methods, the researchers engage collaboratively with Irish Traveller children aged between 5 and 9 years of age to share their own stories of play and the meaning of play in their lives. This in turn will create spaces for Irish Travellers to influence their own social narrative and to inform future practices. Photo Story is an accessible route to explore children's experiences of everyday play, the enablers, and barriers and what matters most to them in relation to play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights		Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Ruth Sheridan Cregg ^{DK} , Annemarie Stokes ^{DK}				
Presenters, Domicile	Ireland				
Presenters, Roles	Manager/Supervisor; Advocate				
Presenters, Sectors	Community				
Source Material					
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Irish Traveller Community; Ethnic Minority; Discrimination; Exclusion; Voices, Traveller				

1714	Shinela: A Transdisciplinary Approach To Increasing Play Among Diverse Youth In Los Angeles				
Abstract	ShineLA is a public health research initiative designed to provide opportunities for youth, encouraging them to move, play, and work together to build a safer, healthier, happier, and more active community in Los Angeles, California. A key component of ShineLA involves the integration of art and design, which is tailored to the populations and used to promote healthy play. As an ongoing population-based study of physical activity, ShineLA aims to improve the physical and psychosocial health of youth leading up to the LA 2028 Olympic and Paralympic Games and beyond. ShineLA can subsequently serve as an example for other cities, demonstrating how a multi-sectoral, multi-level initiative promoting sustainable healthy behaviors. We will discuss how a team of scientists, arts & design faculty, and community stakeholders came together to build ShineLA and provide insights from the initiative to date. Topics include: (i) How mixed-methods research and collaborative design are used throughout the initiative; (ii) How art and design impacts play, health, and society; (iii) How technology can be used to monitor physical activity, motivate play, and measure movement among youth; (iv) How social relationships impact participation, play and physical activity; (v) The importance of partnerships, data, insights, marketing, and communications to create policy change				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Krystina Castella ² , Brian Boyl ¹ , Gillian Gresham ³ , Celina H. Shirazipour ³ , Laurel Finster ³ , Sarah-Jeanne Salvy ³ , Zul Surani ³ , Robert W. Haile ³				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Community; Academia				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Health, Physical; Play, All-ages; Art; Los Angeles; Partnerships				

1719	OUT To IN: An Integrated Program To Help Teachers Prioritize Children's Outdoor Play				
Abstract	As stated in the general comment nº17 on the right of the child to rest, leisure, play, recreational activities, cultural life, and the arts (art. 31º), there is a general lack of confidence, skills, and understanding to support children's play. Nevertheless, research increasingly supports that physical play affords a unique opportunity to perceive and control the body, therefore being of paramount importance for children's motor and social-emotional development. On the other hand, the outdoor environment is a privileged arena for children's physical play, contributing to healthy development. OUT to IN is an outdoor integrated program aiming to promote preschoolers' motor and social-emotional competence by promoting outdoor physical play and empowering teachers. Teachers participated in a 25-hour workshop which focused: / 1.The importance of play for children's motor and social-emotional development. / 2.The attitudinal and physical barriers to free play. / 3.The characteristics of the physical environments that afford different types of play. Teachers also participated in 20 sessions of relaxation. OUT-to-IN was implemented from 2020 to 2022 in four Portuguese preschools, involving 271 preschoolers and 21 teachers. In this communication, we will detail the OUT to IN program, its effects on children's motor and social-emotional development and its impact on teachers' perceptions, attitudes and daily practices regarding children's learning through play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Guida Veiga ¹ , Daniela Guerreiro ³ , Clarinda Pomar ³				
Presenters, Domicile	Portugal				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation					
Covid-19 focus	No				
Keywords	Play, Physical; Children, Pre-school; Teachers; Portugal; Mind-body				

1724	Evaluating Outdoor Nature-Based Play And Learning In Early Learning And Childcare Settings In Glasgow, Scotland: A Symposium On Nature-Based Early Learning And Childcare In Scotland And Beyond				
Abstract	Avril Symposium / 3 of 3 plus discussant /// Nature-based play is considered important for young children's development. However, little is known about the differences in play behaviours across the different models of ELC provision in Scotland. We piloted the Tool for Observing Play Outdoors (TOPO) to investigate nature-based play provision across urban ELC settings in Scotland. Five ELC settings representing variations in exposure to nature from more traditional to fully outdoors settings in Glasgow participated. 46 children were recruited in total. Observations occurred over 14 days (3 days/setting). A behaviour mapping protocol was followed to record play events using TOPO. This included data on play type, risk-taking behaviour, peer, adult, and environmental interaction. In total, 486 observations across all ELC settings. Physical play and exploratory play were the top two play behaviours across all ELC settings. Cooperative play was more popular at the fully outdoor ELC settings compared with the traditional ELC settings. Understanding how the outdoor environment can facilitate diverse play opportunities can support stakeholders in optimising their provision of nature-based play and support children's development. More research with a larger sample of participants across multiple settings would be advantageous to confirm the differences in play behaviours and whether these have any long-lasting impact on children's health.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Oliver Traynor ¹ , Paul McCrorie ¹ , Nai Rui Chng ¹ , Anne Martin ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Nature; Childcare; Children; Health; Development				

1737	‘Cor Blimey Charlie’: The Endless Possibilities Of Playing, Do We Need One Language?				
Abstract	The purpose of our PLAY BREAK is to determine if there is a shared language understood while playing. What impact does familiar language and words play on the experience? How does the language set the tone and atmosphere for PLAY that evokes interaction, play cues, happiness, problem solving, concern, well being, humour and joy. And, by the way, who’s Charlie? Children and young people learn about the world and themselves through Play. They learn social norms, how to get along, how to communicate, a sense of belonging and use the correct language for the right situation. Language is more than just words exchanged between people. It adds colour, volume and understanding alongside misinterpretations. By examining the relationship of language, silence, sounds , words, regional slang, dialect, repertoire and phrases we question if there is a language of play that can cross age ranges, geographic zones, cities, continents and the world? Combinating and incorporating playful games where silence, words and language are at the root of the activity we aim to review this question based on the engagement and discussion from our participants experiencing an array of playful games prompted by language, humour, imagination and creativity thinking.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Angela Day ¹ , Natsuki Hotta ¹				
Presenters, Domicile	Japan and UK (England)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Local Government				
Source Material	Practical, current				
Children’s Participation	Active in research				
Covid-19 focus	No				
Keywords	Games; Language; Play, Word-play; Barriers, Play				

1765	I Can't Hear You! Locating The Voice Of The Child In Theatre For Young Audiences				
Abstract	Attending live performance supports the child's right to culture and the arts (UNCRC Article 31) but may seem an unusual arena for upholding the right to play, especially if joining an audience comes with rigid behavioural expectations. However, through evaluating the practices of artists and the experiences of audiences, we argue that significant levels of agency, voice, and child-led pedagogies can be found within contemporary Theatre for Young Audiences. Thoughtfully-made theatre for the young can embed a child's perspective through innovative, collaborative practices, frequently melding play, creativity and culture. Such work has the potential to offer children's views and rights amplification, as well as representation that respects their value as complete beings: an audience of now, not merely of the future. Referencing work made for the very young (0-5 years) we will also present from current research into how the experience of shared spectatorship impacts relationships – primarily between young child and trusted adult - supporting assertions that sharing in these experiences can both promote connection and provide an opportunity for a deeper appreciation of the child's agentic and aesthetic potential. Can the voice of the child be found at the theatre? Yes, when there is space to play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				Play and Children's Entitlement to Optimum Development
Presenters, Names	Charlotte Allan ¹ , Siân MacGregor ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Voices, Children's; Children, 0-12; Play, Creative; Theatre				

1784	Child's Right To Play: A Comparison Of Rural And Urban Outdoor Play Opportunities, Environments And Experiences				
Abstract	This poster session shares the emerging findings from a current piece of research which focuses on the lived experiences of children aged 8 to 12years residing within urban and rural spaces in Scotland. The research explores the play opportunities and experiences available to children within the different outdoor environments they have access to. It compares children's lived experiences across urban and rural spaces, highlighting differences and similarities in those contexts and across the urban/rural continuum. To date, the research has been focussed upon the collection of qualitative data, shared by children which has been grounded in a participative approach, using child-led community walkabouts and 'explorer group' sessions. All data collected thus far has been thematically analysed and will be visually presented to share the emerging findings. This will support further exploration of the identified research questions and generate discussion and debate around the key themes identified from the initial data analysis process.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Stacey Marko ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Outdoor; Environments, Urban; Environments, Rural; Methods, Participatory research; Affordances				

1801	Playing With The Body - Body Therapy Thechiques For Children And Adolescents				
Abstract	To approach the theoretical and practical concepts of body therapy with children and adolescents in order to convert postures and attitudes into therapeutic procedures. To lead the child to learn how to explore toys and their meaning in the development of his or her personality. A toy symbolizes the body and is used as an interpretation and/or intervention in the psychic and body process. To localize the child's body tension by using toys. The toy brings its own energy of health, and is consequently able to provide this energetic balance, favoring its relation to the organism. We intend to take the concept of the toy in its operative point of view, integrating its pedagogical and therapeutic aspects, as this object always corresponds to children's need when they or she play with it. We consider playing as a way for children to acquire new concepts, to increase their capacity to create and to perceive, so that they can achieve happiness and mental health. In this proposal, we dealt with the playing integrated into the natural energetic process, balancing again charging and discharging of tensions. The therapist or educator is in charge of facilitating it to the effect of furthering such an energy transfusion through playing.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Brasilda Rocha ¹				
Presenters, Domicile	Brazil				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher				
Presenters, Sectors	Community				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Development, Child; Games, Infantile; Development, Personality; Psychotherapies, Corporal				

1856	Characteristics And Issues Of Play In Early Childhood Education And Care In Japan				
Abstract	n early childhood education and care at Japan, the importance of growth and learning of children through spontaneous play is often emphasized. The national guideline for Kindergarten education places play as the center of education, and does not recommend teachers to educate children by giving knowledge or by providing activities led by teachers to make children get some skills. The guideline encourages teachers, instead, to provide children with the environment in which the child can be proactive to play from his/her own interests and curiosity. Thus, "education through the environment" is one of the most important concepts of early childhood education in Japan. In this way, it can be said that the children's right to play is valued in the philosophy of Japanese childcare guidelines, but there are actually still some issues. In this presentation, I report the current situation of play in early childhood education and care at Japan, and point out the issues concerning to class-based activities and early education programs. In order to think how to improve the situation, I discuss from the perspective of the development of early childhood and the rights of the child.				
Format	Poster				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Takahisa Matsusaka ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Education, Early Childhood; Japan; Childhood, Early years; Care, Early Childhood				

1876	Understanding Why Play Matters Through The Developmental Play Model.				
Abstract	Play matters and children learn and develop through play in multiple ways. What does this look like post pandemic when developmental milestones have been interrupted? How can we ensure that ECD centres and classrooms provide the kind of play that supports optimum development? This presentation explores a framework for early childhood play designed for learning, sensory development and social and emotional wellbeing. It will introduce the Developmental Play pyramid suggesting how adults working in ECD can support their children to play in the best way that is inclusive and child focused . This framework builds on education, developmental psychology, neurobiology, sensory processing and play and arts therapy theories. It is a play based framework that can be applied to ALL children and it will make reference to children with developmental differences and developmental trauma with examples of play work in Singapore, the Philippines and the UK.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Caroline Essame ¹				
Presenters, Domicile	Singapore				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	(Not-for-profit/Social Enterprise)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Development, Child; ASN; Processing, Sensory; Learning, Social; Learning, Emotional				

1903	Playing The Game Of Playfulness - For Being Able To Ensure The Child's Right To Play				
Abstract	Ten photos belong to ten numbers - distributed randomly among the participants. The participant with the number shown can contribute his/her thoughts evokes by the photo - each picturing children playing in the city. Which kind of playfulness is captured? Is it widespread? How often do we see it in our cities ourselves? What is it influenced by? After the participant's input and discussion there will be a connection to recent research and assessment. At the end we can think of the essentials of a playful environment and above all how to ensure the child's right to play.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Darijana Hahn ¹				
Presenters, Domicile	Germany				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Approach, Playful; Environment; Rights, Play				

1919	Is There A Place For Guidelines When Designing Public Playgrounds For Inclusion?				
Abstract	Background: Universal Design (UD) is promoted for underpinning the design of public playgrounds that support outdoor play, social participation, and inclusion. Although there remains a lack of evidence concerning the utility of UD for playground design, numerous grey literature guidelines have been produced in the international context for designing inclusive playgrounds. Therefore, the purpose of this study was to review international grey literature guidelines to determine design approaches, design principles, and design recommendations within these guidelines. /// Method: Search methods were developed and applied to conduct a systematic scoping review of grey literature guidelines for designing inclusive playgrounds. Numerical summaries and thematic analysis were used to describe the data quantitatively and qualitatively. /// Findings: 27 of the 106 screened sources were included. Analysis revealed that multiple design approaches were used to describe non-discriminatory planning and design processes. Moreover, numerous design principles were formulated to describe the concept of designing for inclusion. Also, diverse design recommendations as they pertain to play value and inclusion were proposed. /// Conclusion: Despite variability among the guidelines, the concept of inclusion underpinned all guideline documents. Therefore, given that achieving inclusion is a defining feature of UD, it may have utility in underpinning the design of public playgrounds.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Alice Moore ¹ , Bryan Boyle ² , Helen Lynch ²				
Presenters, Domicile	Ireland				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playgrounds; Design; Design, Universal				

1962	What Is TRUE PLAY? An Introduction To Anjiplay				
Abstract	This presentation will explore AnjiPlay, an educational philosophy and approach from Anji County, China which is committed to the right of every child to experience extended periods of self-directed and uninterrupted play. Founded on Guiding Principles of Love, Risk, Joy, Engagement and Reflection and Core Elements of Materials and Environment, the Child's Right to Play, the Role of the Teacher and the Role of Parents, AnjiPlay returns the right of TRUE PLAY to every child. The child's voice is present throughout the presentation as the child declares: "If you don't take me out to play every day, my heart will break into pieces, and the pieces will turn into mush." Observations, anecdotes, photos and videos will be shared from a Fellowship Study Tour to AnjiPlay, Anji County in 2017. The Study Tour became the catalyst for ongoing conversations and collaboration between the presenter and AnjiPlay. The presenter's experience in the Kindergartens of Anji viewed through an Australian lens are respectfully documented and the impact of AnjiPlay on the presenter's work and research in Australia is described. The universal child's innate desire to PLAY unites peoples of different cultures and perspectives, providing a haven of hope and joy.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Kim Moroney ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate; Policymaker				
Presenters, Sectors	(Education, school)				
Source Material	Practical, current; Practical, reflections on previous work; Published research				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	AnjiPlay; Rights, Play				

1966	Exploring Controversial Topics In Outdoor Play				
Abstract	Interest in outdoor play has increased exponentially in recent years, along with research investigating its effects, and interventions to get children playing outside more. This panel includes long time outdoor play researchers from four Western nations: Scotland, England, Norway and Canada. Through their research careers, several controversial topics have emerged but have either received little attention or even active resistance to engage in open discussion. Together, we will explore a selection of these controversies. The attendees will vote on topics to discuss, such as: (1) What are the downsides to a focus on getting children playing outside as much as possible? In the early years? For school aged children? (2) Why bother developing interventions to get children outside? Is it possible to overcome the gap between theory/research and practice? Are interventions even scalable? (3) Are technology and screen time the enemy of outdoor play? (4) How might outdoor play harm the climate? (5) What is the downside of parenting fads encouraging outdoor play? This session will be interactive, welcoming questions and thoughts from attendees on these important issues.				
Format	Panel				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Mariana Brussoni ¹ , Helen Dodd ¹ , Anne Martin ¹ , Paul McCrorie ¹ , Ellen Beate Sandseter ¹				
Presenters, Domicile	Canada, Norway, UK (England) and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Community				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor; Education, Early Childhood; Children, School-aged; Nations, Western				

2087	How Adventure Playgrounds Enable Children To Build Resilience				
Abstract	Meriden Adventure Playground is a space where children from 0-18 play in the ways they choose to, so here they climb, dig, swing, shout, use tools, dance, run, explore, dress up, cook, light fires, make or build things, learn from their mistakes, meet others and try things out. This kind of freedom and independence is sadly lacking in the rest of their lives and so children call the playground their happy place, their safe space, their sanctuary, because here they can really be themselves. Consequently we also spend a lot of time unobtrusively observing children when they are immersed in play in order to try and understand what they need, what they do and what they feel and how we can better support their freedom to play. Every day we see children taking charge of their lives, making decisions, making sense of things, facing their fears, achieving new things, finding out how to do something. We see laughter, tears, anger, anxiety and see children finding ways to cope with these and doing this with little or no intervention from us. This presentation will be sharing their stories and what we have learnt from them about their capabilities and competence.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Ali Wood ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Freedom; Resilience; Play, All-ages				

2110	Japan Today				
Abstract	In the past decade, Japan has faced major problems such as the Great East Japan Earthquake, several earthquakes and floods that hit local cities, an increase in the number of children from poor families, the spread of new coronavirus infections, and the declining birthrate phenomenon. On the other hand, various activities to enrich children's play are also expanding. In this panel discussion, we will introduce the current situation, issues, and specific practices surrounding children's play in Japan and discuss them with you. First, we will introduce the awareness and understanding of Article 31 of the Convention on the Rights of the Child and GC17, as well as an overview of the new children's policy. Next, we will report on the following practices: (i) Awareness-raising activities on children's play by a friendly organization, "Article 31 Community"; (ii) Analysis of the current situation of urban parks in Japan and an overview of the problems, and specific examples of playground development nationwide; (iii) A case study of playground reconstruction focusing on sand play since the 2011 Great East Japan Earthquake and nuclear power plant accident, especially in Fukushima Prefecture; (iv) A case of playground creation activities during the corona pandemic; (v) Other issues from various activities in Japan. There have been many changes in attitudes and innovations in practice, including ones developed as a measure to address the global pandemic. We hope to exchange views on social situations and experiences in each participating country.				
Format	Panel				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Hiroyuki Kasama ³ , Noriko Kajiki ³ , Junko Munakata ³ , Haruka Uchiyama ¹ , Kanako Ishihama ³				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner; Researcher; Advocate; (Educator, junior college)				
Presenters, Sectors	Voluntary / Charitable; Academia; (Education, school)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Japan; Playgrounds; Children; Development				

2135	Cars, Climate, Kids: How The History Of Playgrounds Might Help Us Face The Future				
Abstract	The various playground experiments that emerged in Europe and America after the second world war were a response to authoritarianism, to the dangerous presence of traffic, and to a progressive ethos amongst educationalists and playworkers. This moment of experimentation also led to the foundation of the IPA. Now is not the time to look back at the Junk-playgrounds as belonging to a distant past. The history of playground experimentation (junk playgrounds, adventure playgrounds, Robinson Crusoe playgrounds, play buses, and so on) is not over but its energies in the UK and elsewhere have been dented by underfunding across the decades. This presentation looks at some of the practices of the early playground experiments and what they can teach us about preparing the next generation for a future that looks increasingly precarious. The presentation is based on research I've been developing as part of an Arts and Humanities Research Council grant titled: 'Playgrounds: A Material Cultural Study of Post-1945 Playgrounds'. The research looks at playgrounds that were usually aimed at children between the ages of eight to fourteen, but one of my case studies (Lollard Adventure Playground, 1954-60) boasted it catered for 'children' from two and a half to twenty-two.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Ben Highmore ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playground, Adventure; Era, Postwar; Education, Progressive				

2140	A Greener Understanding Of Article 31: Litter Pick & Play				
Abstract	Children have a right to play and a right to a safe environment. However, many children face barriers to realising these rights. The Greener Understanding of Article 31: Litter Pick & Play project seeks to explore the link between these rights and to support and empower children and young people to claim them. The project was developed by the participation subgroup of the conference organising committee, and is based on participatory research from various projects. Working with groups across Scotland, the UK, and the world, children and young people have been organising Litter Pick & Play sessions to improve their local environment to increase and improve their play. These sessions are fun and inexpensive activity and supports children's rights, development, and growth into guardians of their space.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Jenny Lester ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research; Active in shaping findings; Not present, but showing pre-recorded video footage				
Covid-19 focus	No				
Keywords	Environment; Participation				

2172	It Might Get Messy - Understanding How Play And Creativity Are Critically Linked				
Abstract	We know that children learn best through play and experience access to the creative self in their early years more so than at any other time in their lives. Play is an ideal state of mind for creativity and learning. Play changes the connections of the front of the brain; it is here (the pre-frontal cortex) where critical thinking, self-regulation, empathy, problem-solving, higher-order thinking skills, and CREATIVITY take place. Participants will examine strategies to recognize, honor, and scaffold children's creative processes by providing an enriched environment that supports open-ended play. Participants will be challenged to identify and address roadblocks to embracing creativity and play in their practice, program or community. Participants will leave with skills and knowledge to communicate the valuable learning and creative development that happen when children are engaged in open-ended play. Participants will also reflect on their own creativity (including strengths and biases) to inform their own play/creative practice.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Kim Adams ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Creative; Skills, Problem-Solving				

2187	Network Of Stakeholder On Educational Transitation For Active Play And Learning In Cascais Schools				
Abstract	At the IPA Glasgow conference, we wish to hold a workshop demonstrating the "educational transition" in course in Cascais, which promotes active and integrated play/learning in schools. This intervention, which implies a network between the municipality, knowledge academies and public and private schools in the municipality, is based on three dimensions: - Active play/learning dimension - it explores the implementation of playful methodologies during the whole school day for children/students, from the formal curriculum moments to the non-formal moments after classes (in Portugal children/students often spend 9h/day at school, including during holidays) - Digital dimension - focus on the technological aspect of digitalisation (example: LEGO learning system as a form of STEAM learning in a playful and practical way), as a way to enhance learning. - Green dimension - we humanise and naturalise the school spaces. Besides that we provide training in "natural learning" to teachers, play workers and parents of children/students. In the workshop, we intend to demonstrate this pedagogical transition being implemented in Cascais, giving the practical example of two schools in the municipality from different socio-economic backgrounds - one public school and one public school - where these differentiating pedagogical practices have been implemented, using multidisciplinary teams.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Ana Gil ¹ , Carlos Neto ¹ , Félix Lopes ¹ , Carla Freitas ¹ , Sonia Gonçalves ¹				
Presenters, Domicile	Portugal				
Presenters, Roles	Play Practitioner; Researcher; Policymaker				
Presenters, Sectors	Local Government; Academia; (Education, school)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Learning, Active; Education, Digital; Education, Green Educational Transition; Teachers; Participation				

2279	Play In Hospital: Building Resilience In Children's Healthcare				
Abstract	This paper highlights how play can be a resilience-promoting factor against the impact of hospitalisation in childhood. It helps children to positively adapt to significant stresses on their health. Having conducted a scoping review of 122 publications, we have found that with resilience being an individual's capacity to foster wellbeing and adapt to circumstances (Foster et al, 2019), play and its therapeutic value can support children in developing positive coping methods (Kapkin et al, 2020) and promote resilience in healthcare and treatment. We have also reviewed the feedback that Starlight, a charity that promotes opportunities for play during illness and healthcare, has received about the impact of their services. We have found that play helps children to adapt to treatment and reduces feelings of anxiety, pain (including the need for sedation) and fear in hospital. Through play, Starlight children and families found a better way of coping with treatment and improving wellbeing through the isolating time of the pandemic. These findings suggest that play can support resilience building and health care settings can benefit from putting play at the centre of healthcare in order to support mental wellbeing and promote resilience, which can also translate to a more efficient delivery of healthcare. However, despite these benefits, and the need for play in hospital appearing in NICE guidance, approaches to play in hospital significantly vary across the UK, and more investment is needed systematise play in healthcare				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Laura Walsh ¹ , Sandra Gulyurtlu ²				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Wellbeing; Play, Health; Health, Mental				

2348	Included As A Playmate? Autistic Children's Feeling Of Social Connectedness On School Playgrounds				
Abstract	School playgrounds are where many children have the opportunity to play and socialize with age-mates, through which they develop a sense of connectedness to their school environment. Different children can have different needs and wishes for socialization during play; e.g., while some children prefer having a large network of playmates, some others may value dyadic interactions more. When such individual differences are better understood, more inclusive playgrounds can be designed to respond to these needs and wishes, and make all children feel welcomed on playgrounds. In this presentation, we will show our study with autistic children and non-autistic children in Dutch special education primary schools (8-14 years). During their recess time on school playgrounds, children wore proximity sensors (Radio Frequency Identification Devices, RFID), which measured the duration and number of their social contacts unobtrusively and objectively. Moreover, all children reported on their preferred playmates, and feelings of loneliness (i.e., lack of social connectedness) in school. We will discuss how autistic and non-autistic children could value different aspects of social contacts, and the importance of being "seen" as a playmate for autistic children. We will also discuss some directions for responding to these individual needs for creating an inclusive playground climate				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Yung-Ting Tsou ¹ , Maedeh Nasri ² , Boya Li ³ , Els M. Blijd-Hoogewys ³ , Mitra Baratchi ³ , Alexander Koutamanis ³ , Carolien Rieffe ²				
Presenters, Domicile	Netherlands				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Playgrounds, Inclusive; Connectedness, Social; Autism				

2352	Everyday Assemblages: Older Children's Intra-Actions With Smartphones In Outdoor Play				
Abstract	This presentation introduces new research uniquely exploring how children (10-13) and smartphones engage in mutually constituted outdoor play. Emerging from a seven-year PhD project it critically examines how assemblages of children, environments and technologies provide playful moments in everyday lives, illustrating how modern, networked childhoods can still be full of play and wonder. Through examining how children combine play in digital spaces and with digital devices while still climbing trees, making dens, and chasing each other, it argues this new normal is no less important than any other childhoods in any other space and time, suggesting however different framings. Significant in this is through de-centring the playing child and reconstructing them in a complex assemblage which presents an alternative perspective to biosocial dualisms - the 'being/becoming' debate. An ethnographic approach was used throughout which considered children as co-creators of knowledge. The research was built around a strong core of participant observation from an adventure playground, augmented with focus groups and a reflective log, guided by Article 31 and the Playwork Principles. Some of the findings and suggestions may be surprising, some obvious, while others shine an uncomfortable light on how adult use of mobile technology affects and mediates play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Christopher Martin ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Technology; Smartphones; Assemblages; Play, Outdoors				

2383	Play - The Declining Occupation Of Children: An Occupational Therapy Perspective				
Abstract	From an Occupational Therapy perspective, we will consider the occupation of play and the elements required to truly call an experience play. This discipline specific perspective aims to empower all who work with children to advocate for and allow children to direct their own play and engage in 'true play' experiences. The Sandcastle Model of Child-Initiated Play (Sturges, 2007) will be presented in relation to the Occupational Performance Model (Ranka and Chapparo, 1997) to provide an evidence based structure that will empower those who work with children to make and justify decisions that uphold the fundamental aspects of play. Examples of how this model has been applied in the development of the Jump Up For Kids outdoor Occupational Therapy program will be provided. Through these examples, we are able to demonstrate positive outcomes of combining natural spaces with Occupational Therapy perspectives on play, in terms of counteracting aspects of the modern world that hinder the daily occupations of children. Particular focus will be given to the broadening of play opportunities for children with disabilities through application of the Sandcastle Model of Child-Initiated Play in natural/wild settings. This model provides a framework that enables those working with children to reflect on their practice and how they integrate the elements of play to provide quality 'true play' experiences for children in natural/wild spaces.				
Format	Presentation				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Madeline Avci ¹ , Kaitlyn Goodwin ²				
Presenters, Domicile	Australia				
Presenters, Roles	Other (Therapist, Occupational)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Occupation; Play, Child-initiated; Model, Occupational Performance; Model, Sandcastle model of play; Therapy, Occupational				

2407	Digitots: An Investigation Into The Impact Of Digital Device Use On Young Children's Development				
Abstract	Digital technology is increasingly changing childhood. For children growing up in Ireland, digital screen device use permeates their lives, inevitably impacting the landscapes of their play. The impact of digital technology on children's wellbeing is a highly contentious topic and the debate over whether exposure to screen media has any impact on child development and, if so, the nature of this impact, is unresolved despite decades of research. On one hand, the rise in children's technology use has led to growing concern about how it affects children's brains, bodies and their socio-emotional, cognitive and physical development. On the other, technology is recognised as having a "rightful role" in early childhood contexts; children have a right to participate in the digital world and should be supported in doing so (O' Neill, 2022). Technology has been presented as antithetical to play (Scott, 2018) and 'Displacement Theory' proposes that digital media displaces other activities that contribute to healthy child development e.g. physical activity. However, children are naturally drawn to digital devices and the value of "digital play" and its meaningful contribution to children's lives is being increasingly explored in the literature. This project seeks to examine the digital landscape among Irish pre-schoolers including its impact on shaping developmental trajectories, as well as exploration of parental beliefs and attitudes towards screen time use and digital play.				
Format	Poster				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Eavan Rooney ¹ , Bronagh McGrane ³ , David Gaul ³				
Presenters, Domicile	Ireland				
Presenters, Roles	Play Practitioner; Researcher; (Therapist, occupational, paediatric)				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Digital; Development, Child; Landscape, Digital; Trajectories, Developmental; Wellbeing, Digital				

2455	“It’s About Getting The Balance Between Adventurous Play And Safety”. School Staff Perceptions Of Adventurous Play In Britain’s Schools.			
Abstract	Adventurous play (play that is exciting and thrilling, where children take age-appropriate risks, for example climbing trees) is increasingly being recognised as beneficial for child health and development. Despite this, children’s opportunities for and engagement in this type of play have declined in recent decades. Breaktimes in schools may provide an ideal opportunity to provide adventurous play opportunities for all children, with parents’ belief that it may act as a leveller to ensure that children have opportunities for risk and challenge on a regular basis. Findings from a recent systematic review have highlighted a range of barriers and facilitators for adventurous play in schools, however there is little empirical work examining this within a British school context. During this presentation, the findings of qualitative interviews with school staff from primary schools in Britain will be presented, analysed using reflective thematic analysis. The findings will describe school staff’s views on adventurous play in schools and explore the range of factors that may help or hinder schools in offering adventurous play. The findings will be discussed in relation to the development of school-based interventions to improve children’s access to adventurous play opportunities, which may contribute to children’s wellbeing over time.			
Format	Presentation			
Conference Themes			Play and the creation of environments	
Presenters, Names	Rachel Nesbit ¹ , Kate Harvey ³ , Helen Dodd ²			
Presenters, Domicile	UK (England)			
Presenters, Roles	Researcher			
Presenters, Sectors	Academia			
Source Material	Recent/current research (unpublished)			
Children’s Participation	No			
Covid-19 focus	No			
Keywords	Play, Adventurous; Play, Risky; Schools; UK			

2471	“To Touch The Surface Is To Stir The Depths”. What Is The Association Between Children’s Play Behaviours And Various Surfaces In The Early Childhood Education Institutions (Eces) Outdoor Environment?				
Abstract	This study is based on the assumption that surfaces in outdoor environments in Early Childhood Education institutions (ECEs) appears to have an important influence on children’s play diversity. The aim of this study is to investigate the association between children’s play behaviours and various surfaces in the ECEs outdoor environment. Describing the ecological laws of surfaces, Gibson claims that surfaces are important because this is where human action happens. Children explore the affordances of surfaces, and some surfaces may lead to a diversity of play behaviour while others affords a more narrow range of actions. This study is conducted within a three-year mixed-methods project. The sample consisted of 464 video observations (mean duration of 122 seconds) of 79 children’s free play in the outdoor environments of eight ECEs. Children’s functional-, constructive-, and social play were analyzed related to the surfaces of the playground. Multilevel regression analysis, controlled for children’s age and gender, indicate that functional play is positively associated with surfaces resistant to deformation (e.g. rubber), and constructive play is positively associated with surfaces of low resistance to disintegration (e.g. sand or forest floor). The results are relevant for developing and designing outdoor environments facilitating children’s play diversity in ECEs.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Rune Storli ¹ , Ellen Beate Hansen Sandseter ¹				
Presenters, Domicile	Norway				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children’s Participation	Active in research				
Covid-19 focus	No				
Keywords	Education, Early Childhood; Diversity, Play; Surfacing; Childhood, Early years; Environments, Outdoor				

2527	Transforming Neighbourhoods Through Play				
Abstract	With over 37 million children under age 5, living in urban areas across India (Census 2011), an early childhood-centric approach to city planning, design, and management is necessary. City governments mainly focus on large scale infrastructure development due to rapid urbanization but lack institutional mechanisms necessary for systematic creation of play opportunities for children. The Nurturing Neighbourhoods Challenge being hosted by the Ministry of Housing and Urban Affairs has provided a much-needed push and technical support for cities to create young children and family-friendly urban environments. Through the process of engaging and capacity building with stakeholders, co-creating and testing solutions through pilot implementation, cities have reclaimed underutilised spaces to create innovative play opportunities near homes especially in the vulnerable communities and in the high footfall zones of young children such as anganwadis, (government sponsored child and mother care centres in India) and public healthcare centres. The challenge has also enabled cities to create safe, playful, and walkable experiences along the streets, reimagine parks and open spaces and equip public spaces with caregiver amenities. The positive transformation has encouraged families with young children to spend quality time outdoors. Further to ensure long term sustenance, cities are now institutionalizing this approach and creating programs to scale children-friendly interventions across the city.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Sreekumar Kumaraswamy ¹ , Madhura Kulkarni ¹ , Arunima Saha ³				
Presenters, Domicile	India				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Childhood, Early years; Children, 0-5; Play, Outdoor; Inclusion; Neighbourhoods, Playful				

2537	From Waste To Safe Learning And Play Spaces				
Abstract	COVID-19 was a nightmare all over the world and children were most affected as they were denied access to normal school attendance and typical play due to prolong lockdowns. In Nigeria, the shutdown lasted for ten months and as an educator and play activists, we were concerned. The project looked into creating safe play spaces in an open school field through the collective efforts of parents, teachers, and children in reconstructing their learning environment from trash to treasure. The project lasted for about six weeks and the end result was a beautiful exploratory play space open to all kinds of imaginative play. The effect of children accessing what used to be wasted as an object of play showed the creativity and ingenuity of children when guided right. This effort is being replicated in over 50 schools in our community.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Adefunke Ekine ¹ , Jumoke Olowookere ²				
Presenters, Domicile	Nigeria				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Wastes; Children				

2597	Play As Mechanism For Supporting Family Ties During Incarceration				
Abstract	Play is an essential aspect of child development and can have a powerful impact on children who have experienced trauma. Play allows children to express their emotions, process their experiences, and cope with stress in a healthy and developmentally appropriate way. It also provides a sense of normalcy and helps children feel more in control of their environment. However, there is little research on how play can support children visiting a parent who is incarcerated. The presentation will focus on the preliminary findings of my PhD research “An examination of Playwork Practice, with the Prison Sector”. Early findings indicate that through play, children can explore and make sense of the complex and often confusing circumstances of their parent's incarceration. Play can also provide a sense of connection and support for children who may feel isolated and disconnected from their parents and community. Additionally, the presentation will consider how play can help children develop important social, emotional, and cognitive skills, such as communication, problem-solving, and resilience. These skills can be particularly beneficial for children who have experienced the trauma of parental incarceration, as they may be at greater risk for developmental delays and mental health challenges. To summarise, play is a vital tool for supporting the healthy development of children affected by parental incarceration and can provide a sense of hope, resilience, and connection during a difficult time.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Emma Booth ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Incarceration, Parental; Family; Wellbeing; Resilience				

2611	Understanding Children's Lived Experiences Of Play And Place: Researching Children's Outdoor Play In Local Community Spaces Across The Urban/Rural Continuum				
Abstract	This research focuses on the lived experiences of children aged 8 to 12 years residing within urban and rural spaces within Scotland in order to explore the play opportunities and experiences available to them within the different outdoor environments they have access to. This research compares children's lived experiences across urban and rural spaces, highlighting differences and similarities in those contexts and across the urban/rural continuum. This presentation provides an overview of the research process (methods/approach) noted below – illustrating and providing detail of the data collection journey from start to finish. During the presentation, the participatory methods of engagement used for this piece of research will be shared, including details of the child-led community walkabouts and the work of the 'explorer group' sessions which were used to provide the children with space and time to build upon the information shared during the community walkabouts. The presentation includes reflections of what went well as well as sharing some of the challenges encountered whilst carrying out the research alongside the children. Although some emerging findings will be touched upon during this presentation, a more detailed breakdown will be presented via a poster session at the conference.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Stacey Marko ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Outdoor; Environments, Urban; Environments, Rural; Affordances				

2628	Childhood Under An Umbrella Of Civilization.				
Abstract	In my professional practice, I am interested in the space that we give the youngest to explore on their own. The scope of my research and interactions includes respect for the rights and needs of children - including the physical and mental health of subsequent groups, classes of students and their cognitive abilities. These research priorities have prompted me to travel in recent years to examine the quantity and quality of free play space dedicated to children and youth - especially in large cities (2016-2018). I visited, among others, 14 European countries and the USA. I organized two international conferences devoted to these issues (2018, 2020). I undertook with groups of children aged 3 - 6 and their parents and teachers to implement the educational project Understand 100 languages of a child according to REA Loris Malaguzzi. I have also implemented two projects inspired by outdoor pedagogy - "Children of the times of communication and information technology in the world of nature" and "Movement in nature" inspired by outdoor pedagogy and movement in nature . The projects lasted from 1 to 4 years and covered about 2,500 people - children aged 3-10 and their parents (2018 -2022). I am happy to share the course and effects of my journey and completed projects - including the results of my research on the implementation of the right to free play dedicated to children in the modern city and reflections on their creation in accordance with the Reggio Emilia Approach.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Agnieszka Kuzba ¹				
Presenters, Domicile	Poland				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Local Government				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Spaces, Play; Environments, Cities; Approach, Reggio Emilia				

2637	Lesson From Transforming Playtimes At 1000 Schools				
Abstract	I will share lessons from transforming playtime in UK primary schools, drawing on my 22-year journey in building an organisation that has revolutionised play for hundreds of thousands of children in around 1000 primary schools. I will cover; what motivates schools to improve play, the most successful approaches, the most common problems, research-based results, qualitative results and impacts. I will focus on gender/ability and ethnic inclusion related to children's right to play in schools, illustrate the unconscious gender bias prevalent in the UK primary system, and how a playwork-based approach can provide a fair and equal offer. I will also demonstrate how creating all the conditions for quality play in schools increases inclusion across age, gender, background and ethnicity. I will illustrate that amazing play is possible for every child in every school and that this significantly contributes to meeting childhood needs. I can talk with authority and experience because our organisation is creating change across the UK at a school and national policy level. I want to inspire delegates from all countries that transforming schools into amazing places for play is the single most effective way to ensure children's rights and needs for play in childhood can be met.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Michael Follett ¹ , Rachel Nesbit ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	(Executive, Director, play based not-for-profit social enterprise)				
Presenters, Sectors	(Education, school)				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Schools; Inclusion; Rights, Play; UK; Gender				

2657	Crowned By Nature- A Parent-Child Workshop To Play With Urban Nature				
Abstract	In today's urban environments, many children lack direct and indirect access to nature. Research has proven that engaging with nature is vital for children's growth, sparking curiosity, and inspiring creativity. That's why we created the "Crowned by Nature" workshop - a fun and engaging experience that encourages children to explore and "play to learn" with the natural world around them. Our workshop begins with a playful walking tour and an exploring kit, featuring a citizen science app that helps children learn about the plants and animals in their urban environment through play. Children will gain a deeper appreciation for the beauty of nature while developing their observation skills and having fun. The second part of the workshop is where children's creativity shines. They'll make a "crown" out of sustainable materials to serve as a container for their nature collections. This is an imaginative and interactive way for children to display their treasures and continue playing with them at home, creating their own magical worlds. The "Crowned by Nature" workshop is designed for children aged 4-12 years old as a socially responsible and innovative workshop. It's been held over 25 times in Korea and Taiwan since 2018, and the response has been rather positive.				
Format	Workshop				
Conference Themes			Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Uno (Yu-Nung) Lin ¹				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate; (Designer, child culture)				
Presenters, Sectors	(Private practice, design professional)				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Nature; Children, 4-10; Taiwan; Korea				

2658	Exploring Children's Perception Of Their Play Environments At Daycare And Schools In Urban India				
Abstract	Play is integral to any programme for children as it ensures optimal development. Yet, children in urban spaces face a range of barriers which inhibit their physical activities. By engaging with and listening to the voices and experiences of children across different care arrangements and a thorough literature review, this paper presents perspectives of children about play spaces in their centres and neighbourhoods. The child participants were identified through institutions such as day cares and schools that were functioning in the neighbourhoods of Delhi/ NCR. A total of 118 children participated in the study. Thirty eight children from four day cares who were three to ten years and eighty other children in three age groups, 6 years, 8 years and 10 years, were approached in the school setting. Innovative methods such as drawings and dialogue and picture reading were used to gather children's perspectives and render them a forum to voice their views. Children conveyed their feelings offering early childhood practitioners some insights of their desires and experiences at different play settings. Children's drawings generated that they are alert to objects, spaces and events in their environment. They spoke about their play preferences and shared their experiences of outdoor play.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Ridhi Sethi ¹				
Presenters, Domicile	India				
Presenters, Roles	Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Care, day-care; Perspectives, Children's; Environments, Play; Methods, Innovative; India				

2661	Workshop: Inclusive Games And Activities				
Abstract	Kay is Director of the Charity, Hackney Play Association, based in Hackney, east London, which offers open access play opportunities for local children on the adventure playgrounds, after school services, youth provision and in the community. Kay has over 30 years of experience of playwork and has worked and managed many projects and services for and with Disabled and non-Disabled children and young people in inclusive settings. She is an experienced trainer and facilitator, runs her own training company and has worked with organisations such as IPA, Play England, National Centre for Playwork Education, KIDS and Playwork Partnerships. This highly participative play workshop will use the playing of games, activities and discussion to explore the impact of exclusion on various groups of children and give participants some tools to support the inclusion of all children in their settings. A lively, fun and inclusive workshop. Come ready to play!				
Format	Workshop				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Kay Obrien ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Games; Participation; Inclusion; Children, 6+				

2692	Middle School Youth And Recess: What It's Really Like				
Abstract	Middle school aged youth in the US are typically in grades 6 to 8 and range in age from 11 to 14. Not only are these young people typically overlooked in the research when it comes to understanding the benefits of play for their cognitive, physical, and social-emotional development, research overlooks the need to study and understand middle schoolers need for recess during the school day. In this study, we conducted focus groups with youth who attended a religious middle school program to learn more about their experiences with recess during time at school. Results will highlight the importance of time, place and opportunity for young people to have a break in the day and socialize with friends, and how it impacts their social and mental health. Findings will elucidate the misunderstood perspectives of these young people about recess, and will highlight societal mischaracterizations of what these young people need in order to cope with school and life.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Heather Von Bank ¹ , Hannah Adams ³				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Children, Middle-school; Wellbeing; Recess/Breaktime/Playtime				

2697	‘Why Do Children Play?’ ‘Because It Is Fun’: A Thematic Analysis Of Children’s Views On Play Within Their Early Childhood Arenas: Creating Possibilities For Play Pedagogy Within The Early Level Of Curriculum For Excellence				
Abstract	In this paper, the author will present the findings from a thematic analysis (Braun and Clark, 2013) of a pre-conference activity where educators from one Scottish education authority engaged in participatory research methods with children aged three to six years. The children as co-researchers give voice to the question, ‘why do children play?’ using a multi-modal approach (Clark, 2017) which included small group and individual discussions, mark-making, and drawing, taking photographs and making maps. The children’s voices were brought to the conference in their original form: their actions, emotions, and words (Education Scotland, 2020) provided a platform for further discussion and map making during a workshop on the value of play pedagogy as an approach for implementing the early level of Curriculum for Excellence (Scottish Executive, 2004). This paper will show that the voices of children must be heard and acted upon above the clamour for more formalised teaching, learning and assessment in early childhood playrooms and classrooms. The author argues educators and policy makers must embrace the possibilities of implementing an early level curriculum that is rooted in play within high quality, creative and enabling environments, by letting the weans play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Marion Burns ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher; (Officer, Leadership development)				
Presenters, Sectors	Local Government				
Source Material	Recent/current research (unpublished)				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Methods, Participatory; Voices, Children’s; Curriculum, Early Level; Pedagogy, Play				

2706	Crossing Boundaries: Children's Perspectives Of Play Across Spaces				
Abstract	Article 12 of the United Nations Convention on the Rights of the Child substantiates the right for children's voice to be shared and listened to, clearly signifying a shift in the conceptualisation of children. This positions children as individuals who are able to make and share meaning from their everyday experiences (Clark, 2017). The era of digitalisation are proffering children the opportunity to engage in a range of daily tasks online, such as learning, socialising and playing. Play, from an occupational perspective is acknowledged to occur in space. However, this is often set amongst dualisms of being offline/online, real or virtual, indoors or outdoors. This abstract reports on findings from a qualitative study using focus groups and mosaic approaches with 6-year-old children (Clark, 2017). Results from this study indicate that children do not distinguish between real and virtual space, thus challenging traditional dichotomies. Rather, children see the fluidity between the real and digital environments. Adopting a child's perspective is critical to understanding play across spaces and thus, not in isolated silos. By listening to children's perspective, an enhanced understanding establishes that play crosses traditional boundaries of space, subsequently elevating children's valued perspective.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Fiona Loudoun ¹ , Bryan Boyle ² , Maria Larsson-Lund ³				
Presenters, Domicile	Ireland and Sweden				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Rights, Play; Play, Digital; Space, Play				

2739	Biophilia And A Living Playground				
Abstract	Biophilia and a Living Playground will present the classic attributes of Biophilic design and show how they can be adapted and applied to play spaces of all kinds to enhance the urban child's world. Biophilic design principles have traditionally been used to create a more nature-like environment for buildings and their inhabitants. "Biophilic design can reduce stress, enhance creativity and clarity of thought, improve our well-being and expedite healing; as the world population continues to urbanize, these qualities are ever more important." (Terrapin Bright Green, 2014) It has been my experience that it also makes for a great place to play. Based largely on the pioneering work of the late E. O. Wilson, famed biologist and naturalist, and the late Stephen R. Kellert, professor and research scholar at the Yale University School of Forestry and Environmental Studies, this presentation will give attendees an understanding of how and why to apply the attributes of Biophilic design to play environments. The work presented will be from real-world applications in urban play environments built by the presenter and others. For over 25 years, I have designed and built nature-filled environments in which urban children can play and heal. Art Heals (my first project that came from my own illness and recovery) began with the idea that hand-painted rainforest murals in a dilapidated children's hospital in inner-city Atlanta would be helpful to the patients... as well as in Sarajevo for children who survived the war in Bosnia. The program's success eventually led to today's Living Playgrounds, a design-build firm with a design philosophy that is the antithesis of what I call "scorched Earth play design." Living Playgrounds takes the practice of Biophilic design outside, combining the worlds of play design with the beauty and intrigue of nature to provide the setting for multi-layered play and life experiences.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Cynthia Gentry ¹				
Presenters, Domicile	USA				
Presenters, Roles	Advocate; (Designer, playground)				
Presenters, Sectors	(Private practice, design professional)				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Design, Biophilic; Playgrounds, Natural				

2749	Outsmart The Wiggles: Big-Body Physical Play For Improved Learning And Behavior				
Abstract	Most people think big-body physical play will improve children's health. But this presentation will prove health is in fact the gravy. The brain needs the body to operate in the world and it is through big-body physical play that children's bodies and brains develop to build a foundation supporting their classroom journey. When children are sedentary, they become weak making classroom motor skills like writing, more challenging. When children are sedentary their brains fail to wire appropriately making self-regulation, self-control, behavior, and ultimately learning difficult. When children are sedentary, their brains will search out movement to feed these developmental needs anyway making attention, behavior, and learning hard. We will use the Pivot to Play™ Learning Pyramid to consider the role of physical play in the classroom journey, connect the pyramid to the 18 Pivot to Play™ Strengths and Skills then lean on studies and anecdotal experiences to connect the importance of big-body physical play to school success for children from age 2 and up whether they are in the U.S., Europe, or beyond. Specifically, we will examine four of the 18 Pivot to Play™ Strengths and Skills that directly impact learning and behavior: the vestibular system, the proprioceptive system, core strength, and aerobic movement. For example, a weak vestibular system limits our ability to secure a focal point and manage data making reading, writing, and attending hard. A weak proprioceptive system limits the ability to manage force and understand the body's place in the world so the 3Rs are harder to master and friendship development is more challenging. Weak core strength makes sitting at a desk and using the arms and hands difficult while a weak cardiovascular system limits aerobic movement needed to release a chemical in the brain that turns on executive function. The fact is, children are designed to play in a big physical way to explore their world and wire the connection between body and brain, yet our culture, particularly since the onset of Covid, has made children more sedentary in school and in their free time. More stillness does not promote learning and classroom success, rather it is movement that stills both the body and the brain and prepares children to become the best they can be socially, emotionally, behaviorally, and cognitively.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Preston Blackburn ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Play, Physical; Self-regulation; Behaviour, Play; Children, 3-17; Play, Physical big body				

2935	How Art Can Elevate A Child's Learning At Early Level And Beyond.				
Abstract	I have developed and implemented the initiative “My Artistic Mindset” to promote equity and excellence for all so that every child irrelevant of their socio-economic context can easily access a play-based learning experience using an image. Art as a provocation allows the learner to lead their own learning in a creative, stimulating and thought provoking way that can be supported by the practitioners within their setting. Learning through art can enhance higher order thinking by encouraging the child to think more deeply and question what they see. By accessing “My Artistic Mindset” cross curricular learning can be embedded in a creative way from early level and beyond utilising a play pedagogical approach. The power of the picture is that we all see things differently and as a result the learning from one image can take a multitude of directions based how a child engages with a specific picture. “My Artistic Mindset” progressively links learning to curriculum for excellence and aims to develop the critical thinking skills and attributes needed for life in the 21st Century.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Natasha McMillan ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Learning; Children, Early Level and beyond; Equity; Accessibility; Art				

2941	Play Scotland Play Pedagogy Award: Recognising And Celebrating Creativity And Commitment Of Schools And Teachers To Improving Learning Through Play				
Abstract	Play Pedagogy is a way of integrating children's play experiences with curricular learning and recognising children's right to play, in line with article 31 of the UNCRC, so how do we get it happening in schools? Play Scotland worked with a 'pioneer team' of Scottish teachers, as well as Play Pedagogy experts, A Place in Childhood. The feedback we received was that teachers want strategic-level support, resources, and specific expertise to develop Play Pedagogy theory-led practice, and endorsement to demonstrate they are doing 'the right thing'. With this in mind, we developed a four-tier Play Pedagogy Award framework, which is specifically for Scottish Primary Schools and Educational Policy. The award handbook, also co-produced with our 'pioneer team' and A Place in Childhood, links to theoretical frameworks underpinning Play Pedagogy and practice. It has an easy-to-follow structure, with the aim to embed play in school practice and ethos and protect play times. We also developed a toolkit for evaluation, observation and reflection purposes, and are developing a website to provide support and a platform from which to build a Play Pedagogy Award Community. This presentation will focus on the journey of the Award, the pilot schools, and the learning so far.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Fiona Kirkland ¹ , Cherie Morgan ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Co-ordinator, Play Pedagogy Award)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Pedagogy; Education; Awards				

2943	Promoting Play In Urban Spaces: An Internship Program For University Students In Brazil			
Abstract	We will share learnings from the first university student internship program focused on promoting play in Brazil. Since 2021, this program is offered through a partnership between IPA Brasil, the global NGO terre des hommes and Pernambuco State University in Recife, Brazil. The program focuses on training and supporting current university students to develop initiatives to promote play for children and youth in their communities. The approach combines theoretical and applied training – learning by doing. A play-based methodology underpins the program that is delivered in a synchronous online format. The program stimulates students to discover their local cultural and heritage spaces. They learn and practice how to engage children and youth, creating opportunities to play in these spaces. Play is a very valuable way of creating connections to the city and the cultural apparatus that is available. As they begin their professional lives, the program propels students to be protagonists in their communities, turning existing spaces into play spaces for children and youth. By sharing our learnings, we hope to inspire others to implement similar programs.			
Format	Presentation			
Conference Themes			Play and the creation of environments	
Presenters, Names	Janine Dodge ¹ , Belisa Pereira ³ , Jessica Martins ³ , Jade Lopes Gomes ³ , Anderson Maia ³			
Presenters, Domicile	Brazil			
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate			
Presenters, Sectors	Voluntary / Charitable			
Source Material	Practical, current			
Children's Participation	Active in shaping findings			
Covid-19 focus	No			
Keywords	Adolescents / Teenagers / Youth; Environments, Urban; Participation, Community; Training			

2947	50 Years Of Providing Play With All Senses Over Generations				
Abstract	PA/SPIELkultur conducts projects related to play for children and youth across Munich. For more than 50 years, we have been organizing participatory and interactive experiences for live and digital play - between arts, nature, media and with all five senses. Our Panel themes: (i) No Future without Heritage: Beginning with the students' revolution in 1968 it all started with some young art educators thinking about how to extend their work from classroom to public spaces. (ii) Cultural Media Education: It is a big challenge to enable children to a creative and self-determined use of media. City Stories is a digital map with colourful stories by creative children. (iii) Nature Experiences: As cities are growing denser and parents are getting more protective, opportunities for outdoor play and nature experiences dwindle. PA/SPIELkultur tackles this by providing a diverse nature and sustainability program. (iv) iz art – your art school: iz art is an art educational project aiming for integration and empowering of childrens' resilience, it is offering free access to arts education. It is based on 22 different cooperation partners in the city.				
Format	Panel				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Michael Dietrich ¹ , Kati Landsiedel ¹ , Karla Leonhardt-Zacharias ¹ , Isabelle Zahradnyik ¹				
Presenters, Domicile	Germany				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Resilience; Experiences, Sensual; Play, Outdoor; Education, Art; Participation				

2981	Health Play: Promoting A Better Quality Of Childhood Through Illness And In Healthcare				
Abstract	This presentation will seek to highlight the impact that hospitalisation and serious illness can have on the quality of childhood. In particular we will look at the limited opportunities children have to play in healthcare and how this affects their wellbeing. We also consider how intersectionality can have diverse impacts on the experiences of childhood and will highlight how children living with economic or social disadvantage, and experiencing health challenges, will face additional barriers to enjoying the benefits of play or receiving playful interventions in their healthcare, particularly since Covid-19. Starlight is a charity that seeks to create opportunities for children who are ill and in healthcare to play. Through our work, we have seen the detrimental impact that serious illness and hospitalisation can have on a childhood and how better opportunities to play can help to reduce this impact. Drawing on Starlight's work and research, we have found that playful experiences can be critical moments for young patients to feel a sense of control, autonomy, or happiness, in an otherwise sterile adult-controlled environment. We conclude that greater recognition and protection of children's right to play in the healthcare system is crucial for promoting quality of childhood in healthcare.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Sandy Cabrita Gulyurtlu ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Play, Health-related; Healthcare; Illness; Intersectionality				

3005	The History Of Play Policy In Wales				
Abstract	In 1996, at an event in Victoria Park, Cardiff held as part of Wales' national Playday, a group of Play Wales trustees lobbied Win Griffiths, MP and Parliamentary Under-Secretary of State for Wales. They were asking for greater political support for the creation of a play organisation that would champion children's right to play throughout Wales. Play Wales had existed for several years but was struggling to survive. Play had been scrubbed from the political agenda and the 1980s and 1990s had seen widespread cuts and closures of play provision. Win Griffiths' promise to fund a Welsh national charity for play was the start of a new era for play and playing in Wales. Plotting a timeline from 1996-2023, this poster will present over two decades of the history of play policy in Wales. It charts the sometimes wobbly journey from a small group of committed Trustees to a committed organisation which supported its national government to establish ground-breaking legislation for play.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Marianne Mannello ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Wales; Policy; Advocacy				

3014	The Influence Of Play And Physical Activity On Care Experienced Children's Mental Health And Well-Being.				
Abstract	This workshop will explore how creative play and physical activity has influenced the mental health and well-being of two care-experienced children who have been part of a longitudinal and co-produced PhD research study. Additionally, this workshop aims to showcase the ways in which researchers can engage care-experienced children in an inclusive, accessible, and meaningful way to ensure that their views and experiences are heard. To achieve this, the workshop will focus on three areas: 1. Why and how the PhD Researcher undertook the ethnographic role of Practitioner Researcher before, during and after data collection and analysis; 2. The creative and participatory data collection and analysis methods that have been used, including the use of play, to cater for the participant's neurodivergent needs and learning disabilities and ensure that their views, interpretations and experiences were listened to, heard and acted upon; 3. The presentation of the participant's creative non-fiction stories (research findings), followed by an open reflection session to discuss interpretations of the stories and the ways that they could influence the future design and delivery of play and physical activity interventions for care-experienced children.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Emily Whyte ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Children, Care-experienced; Play, Active; Activity, Physical				

3019	Acting On Impulses				
Abstract	In the play break we would like to introduce the participants in the aspect of playing from impulses. As VDS we have many theories where any type of play can start from. Impulses come from the environment, the materials, the children, fantasy and the playworker. We'll show how easily you can start or enhance a play opportunity through these impulses. You do not need a lot of preparation, nor do you need a lot of expensive materials.				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Tine Bergiers ¹ , Phaedra Van Driessche ¹ , Ruben Aneca ¹				
Presenters, Domicile	Belgium				
Presenters, Roles	Play Practitioner; Policymaker				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Impulses; Materials; Fantasy; Playworker				

3029	Teachers' Perspectives On Playful Pedagogies In The Early Years Of Primary School In Ireland				
Abstract	While play is recognised as a key feature of early childhood education, its role in primary education can be more peripheral. A growing corpus of research endorses the power of playful pedagogical approaches to support transition, inclusion, wellbeing, and the optimal learning of all school age learners (Parker et al. 2022). In Ireland, the primary curriculum is currently being redeveloped and the Draft Primary Curriculum Framework (NCCA 2020), aims to strengthen connections between learning in preschool and school through embedding a playful approach, more dynamically, in the curriculum from Stage 1 (junior and senior infants) through to Stage 2 (first and second class), and beyond. This paper will share findings from an online survey of teachers working in the earlier primary grades, which was distributed to schools nationally. Given that teachers will play a key role in making the vision of the redeveloped primary school curriculum a reality, this study investigates their perspectives on, and use of, playful approaches in practice. The findings provide useful data on the current status of play in the earlier primary classes and will be of theoretical and practical relevance as we work to integrate play, more comprehensively, in the education of school age children.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Lisha O'Sullivan ¹ , Emer Ring ¹ , Maurice Harmon ³ , Marie Ryan ³				
Presenters, Domicile	Ireland				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Learning, Playful; Schools, Primary; Curriculum; Teachers; Perspectives, Teachers				

3070	Introduce Of “Jidou-Can”: Japanese Public Welfare Facility For Children’s Play				
Abstract	In Japan, there’s “Jidou-can”. This is public welfare facility. The mean is a house for under 18 years old with or without disabilities. “Jidou-can” is for children’s healthy development through their play experience. In Japan, children can use only “Jidou-can” in welfare facilities with their will. “Jidou-can” was established 1947. Until 2006, the number of “Jidou-can” was increase. Afterwards, the number hasn’t increased. In Japan, especially in the local area there’s no “Jidou-can”, most people don’t know “Jidou-can” or understand it only as a place for children. In “Jidou-can”, it is important children play their own. In my office, Kawaokahigashi Jidou-can, Kyoto, now, we keep hold majorly daily events for family especially baby, use of general children for play, after school nursery for 6-12 years old, children’s participation in daily facility operations, events and club activities, and children festival with local adult and elderly. The start of my office is the play space for 12-18 years old too. “Jidou-can” is working on children’s issues in the location. For the solution, it is important children can use “Jidou-can” in general. Play is fundamental of it. For children’s social inclusion, we are spreading “Jidou-can” and insisting on importance of play in Japan.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Naoto Yamaguchi ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Local Government				
Source Material	Practical, current				
Children’s Participation	Not present, but showing pre-recorded video footage				
Covid-19 focus	Yes				
Keywords	Facility, play; Japan; Children, 0-17; Wellbeing; Environment, Children's				

3071	Equality And Inclusion: IPA Taiwan's Mission And Tasks				
Abstract	As a new member of International Play Association to promote Edutainment (Entertainment + Education), IPA Taiwan has endeavoured in the right to play for democratisation, shared-ness and inclusion in divisions of Research & Development of Play, Play Courses, Play Events, Platform of Play and Administration for Play. This presentation introduces the new IPA country branch to all play allies. It's been more than four years since IPA Taiwan was established, yet COVID19 had influenced how the world understands Taiwan. The authors think it's crucial to provide a general look at how Taiwan's been keeping up with all on the right the play milieu. Hence, this presentation demonstrates thoroughly how IPAT provides children of all ages with cross-generational play, skipped-generational play and inter-generational play. Under the guidance of UNCRC Article 31, IPAT promotes three types of plays: (1) Interaction with Objects (2) Interaction with Environment (3) and Interaction with Peers (playmates of all ages). Through the presentation, the authors show how play has been promoted in Taiwan in the following: bi-monthly forum workshops, UE Maker Fairs, Annual Unplugged Play Fairs (in contrast with Plug-in-Drugs as overuse of digital entertainments), Play Days, and Mobile Museums for Elderlies.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Shih-Tsung Chang ¹ , Christine Lee ²				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	IPA, Taiwan; IPA, Country Report; Edutainment; UE Maker Fair; Fair, Unplugged Play				

3079	Same Or Different: Are Design Concepts Connected Or Disconnected In Supporting Inclusion In Playgrounds?				
Abstract	Background: Universal Design (UD) is being promoted in the international context for the design of public playgrounds that support outdoor play, social participation, and inclusion. However, there remains a lack of evidence concerning the utility of UD for playground design. Moreover, a lack of congruency and consistency in terminology results in the ongoing (mis/re)interpretation of the UD concept. Methods: A systematic scoping review of peer-reviewed literature was completed to explore the current discourses and concepts around designing for inclusion in public playgrounds. Numerical summaries and thematic analysis were employed to describe the data quantitatively and qualitatively. Results: 15 of 102 screened papers were included. Analysis highlighted the utility of UD in underpinning the design of public playgrounds; however, although many studies included UD in their discussion or findings, it was more an aspirational or vision issue rather than applied issue. Moreover, analysis revealed that various terms are being used unsystematically to describe non-discriminatory planning and design processes and without regard for higher or lower order concepts. Conclusions: Findings highlight the utility of UD in underpinning the design of public playgrounds; however, the concept requires further clarity and specificity as it pertains to playground design and inclusion in outdoor play.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Alice Moore ¹ , Helen Lynch ² , Bryan Boyle ²				
Presenters, Domicile	Ireland				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor; Playgrounds, Adventure; Inclusion; Design, Universal				

3117	A Retrospective Study Of The Prevalence And Type Of Injuries Sustained While Playing Outdoors.			
Abstract	Risky play can be defined as any play that is thrilling or exciting involving risk of injury (Sandseter, 2007). The benefits of risky play have been acknowledged as helping children to explore and conquer fears, develop confidence, reduce anxiety and develop risk-management skills (Brussoni et al, 2012; Sandseter, 2020). Studies indicate that children learn sound judgement assessing and confronting risks in relation to their own capabilities through exposure to carefully managed risks (Sandseter 2009; Wyver et al. 2010). Risky play has been associated with danger and increased risk of injury with families focusing on risk aversion and protecting children from the risk inherent in the modern world (Niehues et al. 2016; Gill 2007; Cevher-Kalburan and Ivrendi, 2016). Indeed, in this modern world the space and opportunity for children to play is diminishing (Thomas & Hocking, 2003; UNICEF, 2007) despite children needing cultural, social, emotional, physical, and geographical space to play (Voce, 2015). At present there is limited evidence relating to the prevalence of injuries because of play, with much of the existing data including home and sports related injuries (Gilmartin et al, 2021; Lystad et al, 2022; Nabavizadeh et al, 2021; Sarmiento et al, 2019). This study investigated injury presentations to paediatric emergency services in four Irish hospitals over a two-year time frame sustained while playing outdoors. The data identifies the type and frequency of injuries sustained and the equipment and activities involved. The information gathered could help advise stakeholders regarding the creation and provision of developmentally appropriate, challenging, stimulating, adaptable, accessible, and safe as necessary outdoor play areas. This research explores play behaviours and risky play in an Irish context, investigates injury rates because of play in Ireland and can enlighten parents, planners, architects, and authorities involved in creating environments for play and contribute to policy development.			
Format	Poster			
Conference Themes			Play and the creation of environments	
Presenters, Names	Fiona Armstrong ¹ , David Gaul ² , Michael Barrett ² , Lorraine D Arcy ²			
Presenters, Domicile	Ireland			
Presenters, Roles	Researcher			
Presenters, Sectors	Community			
Source Material	Recent/current research (unpublished)			
Children's Participation	Active in shaping findings			
Covid-19 focus	No			
Keywords	Children; Play, Risky; Ireland; Department, Hospital emergency			

3133	Recess And The Right To Play: A Global Panel Discussion				
Abstract	The purpose of this panel discussion is to elevate global perspectives on recess, breaktimes, and play in school, specifically in the context of children's developmental needs following COVID-19. Panelists, members of the Global Recess Alliance, represent four countries with contributions that include over 100 research manuscripts and books specifically about recess and its essential function for schooling. Panelists will share data from qualitative and quantitative research spanning before, during, and after the pandemic, with a focus on current trends and future directions. This will include emerging trends in research design and delivery, policy change efforts, and outcomes related to children, teachers, and the school environment. Expertise and research on recess in middle and high schools in the UK, Australia and the United States will be shared—including how it is occurring (or not) and suggestions to meet the play needs of adolescents during school. Finally, research and practice on issues related to recess quality, equity and inclusion during recess, and ways which ensure meaningful play is occurring will be discussed. The session will conclude with a discussion of the social-emotional impacts of COVID-19, and the importance of recess to support students' ability to learn and adapt to the school setting.				
Format	Panel				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Cathy Ramstetter ¹ , Denisha Jones ¹ , Ed Baines ¹ , Charlene Woodham Brickman ¹ , Brendon Hyndman ¹ , Olga Jarrett ^{DK} , William Massey ¹ , Lauren McNamara ^{DK} , Debbie Rhea ¹ , Anna Beresin ³ , Jennette Claassen ³ , William Doyle ^{DK} , Rebecca London ³ , Robert Murray ³ and Pasi Sahlberg ^{DK}				
Presenters, Domicile	Australia, Canada, Finland, UK (England) and USA				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate; Policymaker				
Presenters, Sectors	Community; Voluntary / Charitable; Local Government; National Government; Academia				
Source Material	Practical, current; Practical, reflections on previous work; Recent/current research (unpublished); Published research				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Recess/Breaktime/Playtime; Schools; Play, Unstructured; Australia; USA				

3135	Look!?- A Playful Art Exhibition Curated For And With Children				
Abstract	"Look!?" is a unique and playful art exhibition designed specifically for children, which is being showcased from 2022-2023 at the National Taiwan Museum of Fine Arts in the newly inaugurated "Taiwan Children's Art Cave". Our goal is to spark children's genuine curiosity, happiness, and thirst for new experiences through our artistic creations. As an independent curator and child culture designer, I have incorporated two "children's participation" workshops in the exhibition-making process. Firstly, I interviewed children aged 4-12 about their past experiences at art museums and their thoughts on the selected paintings, which we have used as captions for the artwork. This allows children to introduce the artwork to visitors and share their unique perspectives. Secondly, we have invited children to visit the exhibition to become "play experts" and play with the installations. Their final feedback has been taken into account to improve the exhibition. Through the "children's participation" activities, we aim to give children a voice and make their thoughts visible, while also experimenting with creating an interactive and playful exhibition in an art museum setting. The exhibition features installations that promote learning through play and encourage children to use their senses to explore and be surprised by artistic creations.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Uno (Yu-Nung) Lin ¹				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner; Advocate; (Curator)				
Presenters, Sectors	(Private practice, design professional)				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Exhibition, Playful; Experiences, Interactive; Art; Museum, Art; Taiwan				

3240	The Contextualized Collective Nature Of Children's Play Choices In Schoolyards				
Abstract	Play as a right, represented as freely chosen and self-directed, rests on certain ideas about children and childhood. Drawing on data from a multi-study inquiry, exploring children's play in Irish schoolyards, this paper considers assumptions on the centrality of children's agency in play. This paper presents a re-examination of data collected as part of a PhD study examining children's play in Irish schoolyards. Interview data from ten teachers and twenty-three children was subjected to reflexive thematic analysis with a view to exploring the play choices of children in schools identified as disadvantaged. This analysis generated insights into how the individualizing of choice within play produces dominant and at-risk identities. This highlights how risks of play deprivation are attributed to individual factors rather than structural issues such as racism. Furthermore, this study revealed the impact that the particulars each context had on choices made and the collective dimensions of children's play in schoolyards. Insights from this re-examination of research that is in progress, contributes to discussions on how reconsidering agency as collective, may support the transformative potential within play, to create inclusive school communities.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Michelle Bergin ¹ , Bryan Boyle ² , Margareta Lilja ³ , Maria Prellwitz ²				
Presenters, Domicile	Ireland and Sweden				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Agency; Playgrounds, School				

3263	An Examination Of Meanings And Practices Of Unstructured Play And Its Advocates In The Turkish Context				
Abstract	Children's unstructured play often takes a backseat to other concerns held by adults living and working with children. In an effort to unpack beliefs and values behind attitudes and behaviors that block children's unstructured play and to build a philosophical framework that can inform advocacy and practice of unstructured play in the Turkish context, I conduct and analyze interviews with 'play advocates'. Creative play kit company, Toyi, created a play advocacy network to bring together individuals whose work supports play. I conduct sixteen interviews with individuals from this play advocacy network and seven interviews with individuals pointed out to me by these play advocates. Analysis from interviews, which focuses on play advocates' ideals, play memories, experiences and reflections reveals an approach to human development that valorizes process, curiosity, initiative, joy in play and relationships with children built on recognition and respect. These qualities that advocates seek in play reveal intersectional commitments to ideas and movements around social justice, which manifests through their personal and professional activities and activism. I contribute to research that suggests locating the advocacy of unstructured play as beyond the educational paradigm and children's rights framework and rather as a matter of social justice and collective liberation.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			
Presenters, Names	Bengi Sullu ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Play, Unstructured; Advocates, Play; Turkey; Methods, Qualitative; Development, Human				

3334	Ecology Of Play: A Framework For Outdoor Play Spaces				
Abstract	The Ecology of Play framework features easily accessible content that elevates day-to-day practices while exploring the child's relationship with the outdoor environment. In supporting the modern childhood experience, I aim to share findings from communities across Australia where this framework has been applied within childcare centres. The Ecology of Play practice has been refined through design and education processes over a 10-year period, benefiting children aged between 2 and 6. Over this decade we have implemented different theories around play design. Through the application of these theories, we have been able to observe what creates a successful environment for the children of those communities. The Ecology of Play framework demonstrates the success of elements that are needed for developmental and ecological outcomes. It features the child as an active participant in the ecology to which they are connected - proposing that the child is both the consumer and the contributor. In this presentation, I share what I have learned from being an Outdoor Educator to creating, designing, and constructing play environments in Australia.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Lukas Ritson ¹ , Gregor Hews ³				
Presenters, Domicile	Australia				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Ecology; Theory, Play; Education, Outdoor; Value, Play; Learning, Outdoors				

3388	Strategies To Increase Play In Toddlers				
Abstract	Play has been described as voluntary, freely chosen, symbolic, intrinsically motivating, pleasurable and process-oriented. It is the primary means for learning in young children. Play is hard work for children but also considered one of the “great gifts of life”. However, play is supposed to produce specific learning outcomes for young children. Research has demonstrated that it is through interesting materials that children develop skills and form understanding of concepts. Therefore, it is desirable to increase young children’s engagement with materials in their learning experiences that are both appropriate to the situation and aligned with their development. The session will present results of a study which examined children’s play under commonly found teaching conditions include adult presentation (adult provides the child with a material to play with) adult choice (adult provides the child with two materials to choose from) and child choice (adult provides a variety of materials in the environment and children are allowed to make their own choice) and found that children’s attention in the adult choice condition was significantly longer. Results from the present study highlight the importance of a highly skilled teacher who has knowledge of child development and an understanding of individual child preferences.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Cynthia DiCarlo ^{DK} , Carrie Ota ^{DK}				
Presenters, Domicile	USA				
Presenters, Roles	Manager/Supervisor; Researcher; Advocate				
Presenters, Sectors	Community				
Source Material	Published research				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Children, 2; Play, Child-led; Attention; Environments, Play				

3395	Creative Puppetry For Languages In The Early Years				
Abstract	Although Scotland is embracing a child-centred and play-based pedagogy, young children appear to learn Modern Languages (ML) through teacher-led structured lessons. These usually include games, songs and occasionally adult manipulated puppets. This presentation of a Partnership Learning Project (PLP) between Scotland's National Centre for Languages (SCILT) and 20 Scottish early years settings proposes to advocate for an alternative approach to teach ML in the early years. Supported by the author's previous research studies and 15 years of professional experience in teaching French through play, the approach explored in the project is based on the use of Creative Puppetry along with a bilingual and accessible story. The presentation will comprise three elements: 1- The current Scottish ML teaching context will be outlined. 2- Creative puppetry and what this practice entails will be explained. 3- The PLP context, aims and findings regarding the children's and teachers' learning will be shared. Overall, this research strongly suggests that a Creative Puppetry for Languages approach could contribute to a richer, more engaging, more inclusive and more play-based learning environment for young children, who, in turn, could further develop their confidence in using the target language, ownership of learning and resilience skills.				
Format	Presentation				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Tania Czajka ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher; (i) Educator, Teaching Artist; (ii) Author				
Presenters, Sectors	Local Government				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Learning, Language; Puppetry, Creative; Scotland; Children. Early Years				

3415	Childhood Matters In The Early Years				
Abstract	There is a growing crisis in children’s mental health and it is important as educators to find valuable approaches to prevent mental health problems in the early years. (Whitebread, David, 2017). Studies such as the 2016 report from Public Health England suggests that there is a relationship between children's free play opportunities and their mental health. Our experience as teachers confirms the premise that children’s mental health is indeed at a crisis level; we see it every day in our practice. This United Kingdom study, done by a variety of children’s charities, found that there is an increased demand for support for young children seeking help for mental health issues. Our presentation will focus on the positive effects that play has on children’s mental health and how Malaguzzi, Vigotsky, Montessori, Froebel and Steiner have greatly influenced how we view children in the early years. We will highlight how young children need the freedom to play, make choices, investigate, and take risks in an educational setting and the impact this autonomy has on children’s mental health. Children’s playtime, especially in schools, is being eroded by the push for more traditional modes of learning and teachers are being tasked with filling in the educational “gap” created by Covid with more structure and academics. We will examine how our current curriculum removes children’s agency and engagement in what is supposed to be a play based learning environment. Instead of allowing for natural development of the child, we are now expected to explicitly teach numeracy and literacy content that is not developmentally appropriate. We will examine how educators are being asked to use standardized assessments, that compare our students against each other, to the exclusion of opportunities to interact and play in the classroom. There is a constant struggle to find a balance between advocating for the child’s right to play versus the push for top-down, memorized academic knowledge to be drilled into students. We know that mental health, individual well-being and quality of life are directly linked to the provision of play opportunities to children, but we are watching these activities disappear from classrooms almost completely...to what end?				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Launa Matichuk ¹ , Christel Hennig ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner; (Educator, Classroom teachers)				
Presenters, Sectors	(Education, school)				
Source Material	Practical, current				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Childhood, Early years; Schools; Development, Social and Emotional; Play, Risky; Agency				

3426	Physical Activity, Play & Sport Project (PAPS) - Add More Free Play In To Sports Coaching Sessions				
Abstract	Play is the main occupation of childhood, providing children opportunities to develop physically, mentally, emotionally, and socially as well as developing lifelong skills such as: fundamental movement skills, creativity, imagination, self-confidence, self-esteem and resilience. The World Health Organisation (WHO) recommends that children get at least 60 minutes moderate to vigorous physical activity (MVPA) per day. Currently only 13% of children on the island of Ireland meet this recommendation. There's a broad consensus to suggest that the principal goals of children's sport are to provide intrinsically rewarding experiences, encourage physical activity and to maintain interest so that they are motivated to continue to be active throughout their lives. In recent times, many sports governing bodies and clubs have sought to adopt "child centred" or "play based" coaching models to help provide children with a more enjoyable and developmentally appropriate experience of their sport. Sports coaches are afforded the unique position of being able to create a playful environment within sport sessions that are engaging, safe, fun and that allows for a more holistic child centred development approach. Research shows that children who are more active in childhood tend to be more active as adults. Creating a love of physical activity from a young age is key and by adding more free play into sports sessions we can support & foster that love. This fun, engaging and interactive workshop will not only provide delegates with the knowledge and understanding as to why sports coaches should utilise free play, it will also show them practical examples and ways (via fun games and activities) to add more free play into children's sports sessions.				
Format	Workshop				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Aidan Burns ¹				
Presenters, Domicile	UK (Northern Ireland)				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Free; Play, Child-centred; Coaching, Sports; Development, Holistic				

3463	Play Opportunities In An Educating City				
Abstract	Several studies show that in Portugal children from a very young age spend more than 8 hours a day in preschools or primary schools. The life of these children is very different from ours 30 or 40 years ago. Street play have been replaced by games within four walls and children playing together have given way to children playing alone or with virtual 'friendships'. Free afternoons have given way to structured times with miniature adult commitments. In this scenario, where play is in decline, school and community have to be, more than ever, spaces of conviviality, where play should be reinvented because, in itself, it is precious for the overall development of children and for their happiness, health and learning. In this communication, we will share how we can promote play opportunities, pointing out some concrete examples of projects that are already underway and seek to contribute to this goal. Projects that focus on play to help children have more freedom, autonomy, creativity and opportunities for socialisation. In this way, we can contribute to their healthy growth and for them to be, in the future, citizens better prepared for the challenges that life throws at them.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Rodrigo Ramalho ³ , Joana Monteiro ¹				
Presenters, Domicile	Portugal				
Presenters, Roles	(i) Executive, Director (Department of education and Physical Activity); (ii) Technician				
Presenters, Sectors	Local Government				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Free; Play, Outdoor; Activity, Physical; Development, Global; Environments, Urban				

3511	Co-Designing Neighbourhoods For Child's Play In Wales				
Abstract	Although child's play is legislated in Wales, participation of children and young people in designing places for play is a rarity. Welsh planning policy puts an emphasis on good design and making provisions to meet the needs of everyone, including children. However, an important gap exists in policy and practice, for children and young people to be actively participating in placemaking, in the design, and implementation that is relevant to their neighbourhoods and beyond. Cardiff University academics aim to bridge this gap through working with children and young people in Wales- co-assessing their neighbourhoods and co-designing plans for improving their neighbourhood. This presentation will reflect on preliminary findings from two separate projects working with children and young people of two communities in Wales. The projects were conducted in collaboration with local authorities, local organisation and charities who work to promote children and young people voices and play. Around 200 children shared their everyday experiences in a series of workshops through creative methods such as drawing, mapping, photo-walk and model making. Children and young people are expressive of what can make their neighbourhoods inclusive and child friendly and stress on creating more play spaces for disabled children, girls and young women. The projects have implications for other communities in Wales and the UK.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Matluba Khan ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Design, Co-design; Disabilities; Design, Disability; Girls; Wales				

3534	The Different Ways Play Can Navigate Upside Down Worlds				
Abstract	For 15 years With Kids have provided play therapy to vulnerable children up to 11 years old in Glasgow and Edinburgh. We are currently the largest provider of play therapy services in Scotland delivering the only Scottish MSc in Play Therapy accredited by Queen Margaret University. As a children's mental health charity our work is underpinned by the UNCRC. Play therapists use a non directive, child led play model that supports a child's right to freedom of expression (Article 13) to recover from trauma and reintegration (Article 39) and to be heard and understood (Article 12). A qualified play therapist will present three short stories of how the unexpected spontaneous play chosen by children can be the most effective healer. Marc aged 8 shows us how his containment and squashing of orbies helped to explore the unspeakable fear of losing mum to cancer. Karen aged 5, continuously asks the therapist to blow or pop bubbles to escape from the fear of being attacked by unknown unseen figures. Dylan aged 10, wants to play goalie and catch until he is ready to think about where his mum is and why he is staying with strangers.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Jeanne McLaughlin ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Therapy, Play; Scotland; Model, Non directive child led play; Methods, Case Studies				

3560	What Is A Playworker?				
Abstract	In the UK, a practitioner who supports children's freely chosen play opportunities through the creation of playable spaces and by providing a variety of non-prescriptive resources is generally referred to as a playworker. Playwork is a specific methodology and approach to working with children and young people with its own theory base and understanding of the importance of play. There has been much debate about the definition of the role and in the UK we have developed a wealth of knowledge and theory supporting playwork that has also determined the required training and qualifications. Across Europe and other countries, however, there is a range of terminology to describe those working with children and young people in a range of settings where play is also revered and believed to be important. This workshop will explore the definition of a playworker and compare this with the role of other practitioners both within the UK and beyond. Are we all doing similar things? Do we have the same pedagogy and aspirations for our children and young people? And, what can we learn from each other? The Playwork Foundation is a UK-based charity whose aim is to promote playwork and support the playwork community.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Siôn Edwards ¹ Jackie Boldon ² , Karen Benjamin ² , Tanny Stobart ² , Penny Wilson ² , Ali Wood ² , Simon Bazley ³ , Barbara McIlwrath ³ , Simon Rix ³ , Julia Sexton ³ , Helen Stephenson ³				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Playwork; Playworkers; Training; Practitioner; Adults				

3569	Forest School – An Outdoor Adventure: Supporting Play And Resilience In Young People From Glasgow Clyde College’s Enhanced Vocation Inclusion Programme (EVIP)				
Abstract	Glasgow Clyde College supports Glasgow City Council with provision of enhanced vocational programmes for Glasgow’s young people (15 -17 years). Designed as an alternative to mainstream secondary education and to meet the needs of young people, a variety of courses are offered. Glasgow Clyde College’s School of Early Years and Childcare offered a six-week programme of Forest School sessions to complement EVIP learners on the Early Years course and offered young people an engaging outdoor experience at a local nature reserve. Sessions included working together to learn about our natural world, risk assessment, shelter building, fire, and tool use, as well as reconnecting with childhood play in nature. The sessions afforded opportunities to build on individual qualities such as resilience, being kind to self and others, finding pleasure and fun in being outdoors in nature, offering a release from pressures in life. We plan to build on this success and continue to offer the Forest School sessions over a longer period, following feedback from last years young people who had wished for more time in the forest.				
Format	Play Break				
Conference Themes	Play and the realisation of other rights		Play and Resilience		
Presenters, Names	Deborah Meechan ¹ , Martin Winters ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(i) Educator, Lecturer in Early Years; (ii) Forest School Leader				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children’s Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	School, Forest; Resilience; Nature; Wellbeing; Children, 15-17				

3575	Moveearly, A Norwegian Project Developing An Early Childhood Pedagogy With Movement, Play And Exploration At Its Core				
Abstract	Play is good for children's holistic development. However, in kindergartens internationally there is increasing pressure to get children 'ready' for school. This has led to more adult-led teaching activities, reducing opportunities for physical activity, play and exploration, all important aspects of children's holistic development. The increase in 'schoolification' has placed pressure on Early Years professionals to interfere in play to focus on learning outcomes set by curriculum and policy. This often goes against their professional knowledge of play and the benefits this brings to children's overall development. How can we convince policy makers about the benefits of play and shift the emphasis to a playful pedagogical approach? MoveEarly, based in Norway, aims to address this by developing an early childhood pedagogy with movement, play and exploration as its core elements. This mixed method randomised controlled trial aims to develop knowledge on how movement, play, and exploration affect children's holistic development by developing and implementing a professional development intervention. Children's participation in the project will ensure any interventions are child centred and uphold their right to play. It is hoped that, through this process, more evidence can be generated which will help influence policy makers in developing future practice.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Tracey Joyce ¹ , Eivind Aadland ³				
Presenters, Domicile	Norway				
Presenters, Roles	Researcher				
Presenters, Sectors	Community				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Norway; Movement; Playfulness; Play, Creative; Development, Holistic				

3581	How Well Do We Weave Children's Fundamental Rights Into Their Play Experiences?				
Abstract	Play is fundamental to children's wellbeing, resilience and happiness. The economic climate in Britain today is widening pre-existing poverty and equity gaps for children and families, including in education. As champions of children's rights to play (UNCRC Article 31) and to an education (Article 28) which 'develops every child's personality, talents and abilities to the full' (Article 29) our panel of educators will reflect on how to weave together these three fundamental rights in the context of early learning and childcare (ELC) and early primary school in Scotland. They will unpick 'Realising the Ambition-being me' (2020): the national practice guidance 0-6 and the Scottish Early Years Curriculum 3-6 (2007) to consider whether their various approaches to play ensure that children's Article 31 rights are woven into daily opportunities and practice in early childhood educational settings 0-6 in Scotland. The importance of the essential role of play (Sahlberg & Doyle (2019) in children creating culture (Trevarthen, 1989; Corsaro, 2023), their agency and their power to act is considered. The discussion will be informed by reference to research, to practice and to children's own views. We believe the success of children's educational journeys is rooted in play.				
Format	Panel				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			
Presenters, Names	Aline-Wendy Dunlop ¹ , Marion Burns ¹ , Lynn Taylor ¹ , Lisa McCabe ¹ , Donna Green ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate; Policymaker				
Presenters, Sectors	Academia				
Source Material	Practical, current; Practical, reflections on previous work; Recent/current research (unpublished); Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Children, Infancy to 6; Rights; Equity; Agency; Scotland				

3585	Collaborating For Play Across The Island Of Ireland				
Abstract	PlayBoard, the lead organisation for the development and promotion of play in Northern Ireland was established in 1985. We are committed to supporting children and young people's play via a range of service delivery and development. As a rights-based organisation we work from the premise that play is fundamental to a healthy and happy childhood. National Childhood Network (NCN) established in 1997, is a quality support organisation for childhood services (preschool, crèche, school age and childminding services), the organisation advocates for holistic, rights, play-based learning that enhances children's health, well-being, learning, and development. Over recent years working collaboratively, the two organizations have developed a cross border partnership approach promoting and advocating for the child's right to play across Ireland, North and South. Every child, regardless of their background or community in which they live, has a right to play. This workshop will explore how this collaborative approach is enhancing play opportunities through play advocacy, policy and strategy development, utilizing innovative networking and engagement opportunities and building strategic partnerships for play. Working together NCN and PlayBoard are raising awareness of the importance of play within settings and communities who have been impacted by conflict, poverty, and inequality.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Angela Stallard ¹ , Michelle Hart ³ , Michelle McGee ¹				
Presenters, Domicile	UK (Northern Ireland)				
Presenters, Roles	Policymaker				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Rights, Play; Community; Partnerships				

3642	Play Nishijin: The Action Of Protect Community And Children's Healthy Development				
Abstract	Nishijin is traditional industry city area in Kyoto, Japan. The local streets are narrow, we can see traditional wooden houses and contemporary houses there. Now this area is more like residential area than industry area, having new families. Everywhere in Kyoto, residents make community with elementary school. In Nishijin, elementary school buildings are important, which were closed 1992. Kyoto City likes new utilization by private company, but we want to protect this environment. There's the important monument of typhoon disaster of 1934, and we have kept using this closed school as local community, held events in buildings and ground for children, with adult, elderly. Residents' activities need the environment to meet face to face. In Nishijin, children are disciplined traditional perform at public elementary school program. Residents are for children's play time, enjoying in narrow streets, ringing the bell of mini-shrine naughtily, riding caster chair in the old school wooden corridor, drawing on blackboard freely and so on. Residents share summer festival, Jizo-bon with children together. We know children do danger-management and full-enjoyment. Children's healthy development is the center of our community. Now we are struggling to make prospect for the closed school agreeable by city government. Please collaborate us.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Naoto Yamaguchi ¹ , Kiyoko Kanki ²				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Not present, but showing pre-recorded video footage				
Covid-19 focus	Yes				
Keywords	Play, Urban; Kyoto; Environments, Cities; Schools; Activity, Residents'				

3734	Comparison Between The Toy And The Development Of The Child's Personality				
Abstract	The aim of this workshop was that of presenting and experience techniques for the facilitation of the learning process in children and adolescents, through play activities. This workshop sought to create conditions for the psychologist's or educator's child to play, and also provided situations of anxiety as necessary for psychic development through toys and used it as a facilitator of learning to child's personality. Training programme for learning the meaning of play and also the psychic content that could be worked upon when exploiting the toys. This method favoured interventions, as suggested by the Reichian technique, increased the different ways of playing and also made it possible for the educator to learn how to select the significant toys for each stage of psychic development. The role of the educator as facilitator was worked on, to bring the child into a field where he or she has not played yet. The project of activities for intervention was elaborated based on body techniques, have followed active dynamics and exercises, mobilizing the body, and being brought to a close with relaxation activities. The therapeutic intervention is need just to provide the evolution of the maternal matrix, as well as the elaboration of the play itself. This workshop proposal refers to the practical part of your child's experience, where conflicts can be prevented, so that the energy flow occurs and allows the development of the personality.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Brasilda Rocha ¹				
Presenters, Domicile	Brazil				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Development, Personality; Self-regulation; Psychotherapy; Adolescents / Teenagers / Youth				

3736	From Gap To Gain: Innovative Pandemic Solutions For Pre-Service Teachers				
Abstract	As public schools in the United States shifted to virtual learning during the pandemic, effects rippled outward to preservice teachers limiting their opportunities to work with children and develop observation and instructional skills. Alternatives to traditional student teacher fieldwork emerged as university-based teacher education programs shifted to fill the gap. One such alternative was a fully-outdoor, play-based forest school fieldwork experience which created a safe, in-person student teaching experience and addressed the social, physical and mental health needs of children during the pandemic. Preservice teachers were introduced to the pedagogical approach of forest schools and their contributions to child growth and learning. Preservice teachers were also provided with a web-based training in PARS Playwork, delivered by Dr. Shelly Newstead. PARS Playwork articulates an approach to working with children in which adults step back and let children self-direct their play. PARS Playwork served as an organizing framework for pre-service teacher's reflections as well as a counterpoint to standards-based teacher practices. This presentation will address forest school fieldwork as a potential blueprint for a play-based student teaching experience that serves to support preservice teachers to consider the whole-child and the broader pedagogical relationship that exists between the teacher and student.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Jonathan McCloud ¹ , Susan Chlebowska ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Playwork, PARS; Education, Teacher; Schools, Forest				

3761	Resilience, Play And Grief In Childhood				
Abstract	A parent dying shouldn't be something children need to contend with in childhood but sadly around 26,000 school age children in Scotland are bereaved each year. We provide pre/post bereavement support for children when a parent is dying or has died from incurable illness. Using play in many ways to support children as they navigate their way through this life changing experience. Children are encouraged to visit their parent if they are staying in our inpatient unit or when a parent is with us for end of life care. This can be a highly emotional, often distressing life event bringing feelings of pain, fear, anger, grief and sadness. For a child the opportunity to play is particularly important. To help build resilience, emotional regulation, and responses to stress and uncertainty, play can help them make sense of and provide understanding for what is happening around them. Children's play 'provides a primary behaviour for developing resilience, thereby making a significant contribution to children's wellbeing' Masten, A and Obradovic, J (2006), cited in Play for a Change. Our poster will show how implementing outdoor play and through the use of therapeutic play resources children are more able to cope with their grief.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Donna Hastings ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; (Practitioner, child and families)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Grief; Resilience				

3779	Actors And Factors Influencing The Design Of The Physical Environment Of Young Children's Play In High-Rise Housing Developments				
Abstract	In major cities across the world, there is a trend towards building high-rise apartments for all demographic groups, including families with children. In India, the number of middle-class families is on the rise, and high-rise apartments have rapidly become their choice of housing. Play is fundamental to children's growth, learning and development and how we plan and design these new high-rise housing environments impacts children's overall development and well-being. Drawing from Bronfenbrenner's Ecological model of human development, this presentation unpacks the micro-, meso- exo- and macro-level factors that influence, inform and constrain the developers and designers of seven strategically selected heterogeneous high-rise housing developments in Pune, India. Based on case study research of seven heterogenous sites identified from a baseline study of 63 high-rise housing developments, this presentation brings together findings from seven in-depth field studies and 11 semi-structured open-ended interviews with design professionals including city-planning professional (n=1), developers (n=4), architects (n=3), landscape architects (n=2) and play equipment manufacturer (n=1). Thematic inductive analysis identified factors including cultural norms, governmental policies, parental expectations, economic forces and real-estate industry practices, thus, generating new knowledge that can influence the design and planning of future housing environments for families with children.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Sruthi Atmakur-Javdekar ¹				
Presenters, Domicile	India				
Presenters, Roles	Researcher; (i) Architect, landscape; (ii) Psychologist, environmental				
Presenters, Sectors	(Private practice, design professional)				
Source Material	Recent/current research (unpublished); Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Children, Young; Design, Playspaces; Methods, Case study; Environments, Play				

3793	Play In Library - Integration Of Reading And Play				
Abstract	Libraries are boring? Reading is not fun? Libraries should be quiet? Through the collaboration with the Government, Playright Children's Play Association manages and supervises the first play space in Hong Kong public library by using Playwork Practice. We will use this case to share the concept of our new approach - 'Enjoy Reading, Value Playing' and how it helps to introduce the free play concept to the traditional library. The journey to integrate cultural activity and free play, how the partnership with Government to achieve a win-win situation to make public library more playful.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Christy Cheung ¹				
Presenters, Domicile	Hong Kong				
Presenters, Roles	Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Library; Government, Support; Integration; Reading				

3914	Understanding ECE Teachers' Belief Towards Play In Hong Kong				
Abstract	This research focuses on exploring ECE teachers' beliefs and attitudes toward play. The survey, interviews, and on-site observations were used to obtain data. The result showed that teachers' views on the benefits of play are very positive. Teachers get to review and reflect on what they observed in classrooms. Moreover, nearly all participating teachers' kindergartens offered no less than 30 minutes daily free play time. From on-site observations, teachers use the concept of PlayWork and apply child-centred philosophy to create learning environments which maximize children's opportunity to play creatively and freely. In the presentation, both qualitative and quantitative data will be shown to demonstrate how ECE teachers promote Play under constraints.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Pauline (Po Li) Chan ¹				
Presenters, Domicile	Hong Kong				
Presenters, Roles	Researcher; (Educator, Teacher Educator)				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Education, Early Childhood; Childhood, Early years; Beliefs, Teachers				

3967	Playing On The Edge: Playwork And The Emerging Social Ecology				
Abstract	This presentation will consider a play advocacy response to the climate emergency and the profound questions it raises about the sustainability of normative constructs of civilization, society, economics and education. We will look at playwork practice and some of its theoretical underpinnings within the context of ecological systems theory and, especially, the evolutionary perspectives of Bookchin's social ecology. Bookchin's analysis of the origins of civilization and the emergence of hierarchical social orders leads to a theory of evolution that finds human power dynamics and structures inseparable from the natural world. The presentation will identify intersections of these ideas with those of playwork thinkers such as Hughes, Lester and Russell; play theorists like Huizinga and Sutton-Smith; and the anarchist perspectives of Colin Ward. With reference to Sutton-Smith's challenge to the biases and limitations of any given play rhetoric, we will take up Harding's test of 'strong objectivity' (2015) to consider feminist perspectives on the philosophy of space and power, and consider Roopnarine's caution against exclusively minority world constructs of play and culture. We will consider Sturrock's response to Bookchin's theory of a 'third' or 'free' human nature emerging from the dissolution of the old hierarchies and suggest that playwork theory and practice, in rebalancing the power dynamics in adult-child relationships, and privileging children's immediacy, aliveness and connectedness to their environment, over oppressive traditions of discipline and conformity, represents a potential solution to the urgent need for a new pedagogy; with the post-human and new materialist perspectives of such as Barad and Braidotti providing reference points for drawing new, playful lines between society and the natural world.				
Format	Presentation				
Conference Themes			Play and Resilience	Play and the creation of environments	
Presenters, Names	Adrian Voce ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playwork, Evolutionary; Ecology, Social; Theory, Playwork				

4007	Mobile Play In Different Countries All Over The World				
Abstract	Since 1972 we have mobile play in Germany, starting with the Olympic Games in Munich. We want to show the development from 1972 to now in a short presentation and will look in the future of play work with playbusses. We want to show how playbus work uses open spaces like play streets, shared spaces, schoolyards and also the internet for outside play with Scotland Yard to go, digital Schnitzeljagd. We want to work together with the colleagues from Japan, Australia, UK in a session, like we did in Cardiff a few years ago.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Gerhard Knecht ¹ , Hitoshi Shimamura ¹ , Aby Chau ¹ , Sue Kingewell ¹ , Lesley Fox ¹ , Karla Leonhardt-Zacharias ¹				
Presenters, Domicile	Australia, China, Germany, Japan and UK (Scotland)				
Presenters, Roles	(Executive, Board member, Spielmobile e.V.)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Games; Space, Shared; Reality, Virtual; Methods, Co-production; Play, Mobile				

4009	An International Evaluation Of The Brick-By-Brick Programme® To Support Social And Emotional Development In Autistic Children Through Collaborative LEGO® Play				
Abstract	The Brick-by-Brick programme®, previously LEGO-based therapy, is a learning through play concept designed to support social development through child-led and collaborative play with LEGO® bricks. In Brick Clubs, children experience free and guided play and have high levels of agency, all playfully facilitated by trained professionals. Previous research demonstrates it supports social development in autistic children. Brick Clubs provide opportunities for the natural development through play of different types of resilience; physical resilience through the development of fine motor skills, social resilience through working as a team, and emotional resilience through navigating the completion of LEGO® models. This study evaluated the impact of Brick Clubs on autistic children's social and emotional wellbeing. Children, their carers and facilitators completed surveys and semi-structured interviews. Data has been collected so far from 13 Brick Clubs in 7 countries. Evidence shows that autistic children have fun, and that Brick Clubs build confidence and friendships,. Brick Clubs additionally foster psychological resilience by providing a space where children and their families can learn about autism in a positive and affirming way. The results illustrate the positive impact of the Brick-by-Brick programme, and that Brick Clubs are feasible and acceptable to run across international contexts.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Margaret Laurie ¹ , Richard Mills ³ , Dave Moore ³ , Gina Gomez de la Cuesta ³				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Community				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Autism; Learning, Play; Agency; Play, LEGO; Wellbeing, Social and Emotional				

4047	Playful ACT: Giving Play A Sporting Chance				
Abstract	Ardagh Community Trust (ACT) is a charity in North Bristol, UK, that manages The Ardagh, an ex-local authority sports and leisure facility located in the centre of a public park, Horfield Common. Since securing a community asset transfer lease for the site in 2019, ACT has created a range of formal and informal play areas - which complement the adjacent council-run playground located on the Common - and has worked with Playful Bristol to ensure that the site is developed as a space for all ages. This paper will focus upon the challenges faced by the charity when it proposed to regenerate the dilapidated sports courts from single-use sports courts to Multi-Use Games Areas (MUGAs); what resistance to that proposal (from the local authority and a National Sports Governing Body) revealed about the tacit siloing of children's rights within institutional thinking and policy practices; and the impact of the artificial separation of play and sport in both policy and funding. It will end with describing how Bristol City Council updated its Sports Facilities Strategy on the basis of ACT's work to acknowledge this schism and the importance of incorporating play activity provision in the regeneration of urban sports facilities.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Sam Thomson ¹ , Alex Franklin ³				
Presenters, Domicile	UK (England)				
Presenters, Roles	Manager/Supervisor; Researcher; Advocate; (Executive, CEO of charity)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Informal; Sport, Formal; Planning; Siloing; England, South West				

4064	How Will We Continue To Play? A Poster Of The Venny's COVID-19 Response And Beyond In Melbourne, Australia			
Abstract	This poster will depict The Venny's response to extended lockdowns over 2020 and 2021 and the interventions to support local communities to recover. The Venny is a supervised communal backyard located in close proximity to public housing towers in inner-city Melbourne. We are staffed by playworkers, trained to facilitate risk-taking play and our model is based on early intervention and prevention. The Venny has been going strong for 42 years. This poster will address the following: (i) unique resources that were created to help children and young people stay connected; (ii) how we co-created activities for an online context; (iii) play in times of crisis; (iv) challenges of online play (cyber-play) sessions; (v) online child safety; (vi) child-led play in a virtual context; (vii) accessibility; (viii) face to face respite visits. As the world re-opened, The Venny realised the importance of supporting a rapid adjustment back to playing outdoors and developed a new program called The Venny To You. We delivered play sessions on site at the public housing towers that were most affected. Here we will discuss: (i) place-making; (ii) play and the creation of environments; (iii) playing to recover; (iv) building resilience; (v) restoring confidence.			
Format	Poster			
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments
Presenters, Names	Danielle von der Borch ³ , Hala Nur ³ , Bahja Abdi ³ , Lloyd Greenland ³ , Gabriel Smith ¹			
Presenters, Domicile	Australia			
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate			
Presenters, Sectors	Community; Voluntary / Charitable; (Not-for-profit/Social Enterprise)			
Source Material	Practical, reflections on previous work			
Children's Participation	Active in the research			
Covid-19 focus	Yes			
Keywords	Play, Online; COVID-19; Lockdowns; Pandemic; Children, School-age			

4066	The Machinaka Asobi Campaign				
Abstract	The Machinaka Asobi Campaign was implemented to raise awareness of the right to play. Machinaka means the central city area and anywhere in the city, also indoors and outdoors. Asobi means play. It was held for the first time on November 20, 2022 in an urban park, Nakanoshima, Osaka. We aimed for the following points in holding the event: (i) Conveying the importance of play to many people; (ii) Let people know that November 20 is World Children's Day. (iii) Enjoy and celebrate playing together with children and adults; (iv) Connecting people with each other. We had a lot of negotiations with the local government before the event. Many people participated in the event. Not only parents and children, but also young people who came to take pictures and elderly people who passed by on a walk participated. We tried to make the urbanized space creative playground, so turned the walls into an art place or prepared for anyone to drop by and play. One of the challenges we faced in implementing the project was the difficulty in promoting the right to play. For this reason, we realised that we need to learn more about children's rights. In the future, we would like to explore ways to communicate the right to play to more people.				
Format	Poster				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Yoshifumi Okage ² , Haruka Uchiyama ¹ , Motoko Negishi ³ , Yuko Okamoto ³				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Rights, Play; Rights, Promoting Play; Government, Local; Streets, Play Streets				

4155	Sensor Data-Driven Approach In Analyzing Children's Behavior And Movements In The Schoolyard Environments			
Abstract	Schoolyard environments provide opportunities for children to play and develop their social and physical skills. Yet, these opportunities might not be equal for all children as they have different capacities in interacting with their social and physical environment. Understanding the individuals' differences and behavioral patterns can help to identify social inclusion, and exclusion patterns and to carefully develop interventions to enhance inclusion. The aim of the present study is, firstly, to introduce a sensor data-driven approach to precisely monitor children's social dynamics and their interactions with the social and physical environment. And secondly, to adopt social network analysis to understand (1) how children interact with each other during play e.g., who is playing with whom, who is excluded from play, who is in a position of power, and who is isolated, and (2) how children use the physical environment to interact with peers e.g., where social activities often happen in the schoolyard and how these spots vary among individuals. Obtaining such detailed information provides valuable insights into the social dynamics of play and facilitates educators, designers, and caregivers to promote social inclusion among children.			
Format	Presentation			
Conference Themes			Play and the creation of environments	
Presenters, Names	Maedeh Nasri ¹ , Mitra Baratchi ³ , Yung-Ting Tsou ² , Alexander Koutamanis ³ , Dennis Reidsma ³ , Robby van Delden ³ , Carolien Rieffe ²			
Presenters, Domicile	Netherlands			
Presenters, Roles	Researcher			
Presenters, Sectors	Academia			
Source Material	Published research			
Children's Participation	No			
Covid-19 focus	No			
Keywords	Inclusion, Social; Methods, Social-network analysis; Methods, Sensor data			

4156	Reimagining Play And Playfulness In Early Childhood Pedagogy				
Abstract	This presentation will address tensions, contradictions and competing priorities in the positioning of play in early learning pedagogy in Canada as they have unfolded over the last decade. Social-cultural pedagogic frameworks have emerged across the country foregrounding the transformative potential of play and playfulness responsive to local values and diversities. The federal government has committed \$30 billion to create a national system of early learning and care, opening policy discussion at multiple levels, and creating space to bring forward the value of play and playfulness for young children's wellbeing. We have also seen an increased policy focus on school readiness and the instrumentalization of play to support pre-determined academic outcomes, with the effect of constraining children's opportunities to play for their own purposes. In this session we focus on children's right to play as their way of engaging with complex social issues in their lives, including social power, gender roles, racial differences, and virtual realities. Illicit play often takes place just beyond our pedagogic gaze in ways that are not fair, equitable, fun, or innocent. We consider the tensions and the possibilities for policy and practice when educators follow children into this kind of play, participating playfully, thoughtfully, and ethically.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Jane Hewes ¹ , Pam Whitty ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work; (Promoting play)				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Rights, Children's; Education, Early Childhood; Curriculum; Playfulness; Policy				

4178	Illustrating Adventurous Play				
Abstract	Adventurous play is child-led activity that involves excitement, thrill, and a little bit of fear as a result of taking age-appropriate risks (Dodd & Lester, 2021), such as climbing a tree or going for a walk in the dark. This kind of play has been related to wellbeing (Dodd, Nesbit, & FitzGibbon, 2022; Sandseter & Kennair, 2011) purportedly because children gain experience coping with feelings of fear and uncertainty. Most research has assessed adventurous play through observation (e.g., Sando, Kleppe, & Sandseter, 2021) or parent or teacher report (e.g., Dodd et al., 2022; Lavrysen et al., 2017). The child's perspective is important for understanding risk, adventure, and challenge because these are subjective experiences that cannot be measured simply by recording the activities being undertaken: jumping from one rock to another might feel risky and exciting to one child, but be uninteresting to another, more experienced child. In this poster, I describe novel participatory research in which a new illustrated measure is co-created with preschool and primary-aged children. Through child-led playground tours and arts-based workshops, children describe their adventurous play and the feelings that accompany it. These feed into a new illustrated tool for children to self-report about their adventurous play.				
Format	Poster				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Lily Fitzgibbon ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Adventurous; Methods, Child Self-report; Illustration; Methods, Co-creation; Children, Pre-school				

4200	Extraordinary Learning In Ordinary Spaces: The Promise Of Playful Learning				
Abstract	The COVID-19 pandemic has disrupted the lives of kids in every community. The effects of learning loss, heightened stress, and decreased physical activity are felt even more acutely in communities where racial and economic disparities persist. The need for interventions outside the classroom, where kids spend the majority of their time, has never been greater. A research-based approach called playful learning could play an important role in addressing these wide-ranging public health impacts. Cities must think creatively about playful interventions in the built environment that give kids the active play they need for mental and physical health while also promoting caregiver-child interactions that support learning goals. By infusing communities with learning opportunities at everyday locations like bus stops and laundromats, research demonstrates that we can enhance children's cognitive and social development, better preparing them for success in the 21st-century. During this presentation experts from KABOOM! will share actionable lessons and new research findings from more than a dozen successful projects that have incorporated playful learning approaches.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Jen De Melo ¹ , Kevin Paul ³				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Learning; Equity, Playspace; Space, Public; Justice, Racial; Playspace				

4229	'Place-Based' Planning				
Abstract	How does nursery improve children's connection with nature? That was just one of many questions we asked coming out of the pandemic. Working outdoors with children 90% of the time wasn't just 'what we did', but it was who we were. Playing with a wider age range of children during the pandemic had us reflect on how they were connecting with nature each day they spent with us. The result was our 'Place-based Planner' which guides all of our adult-led activities. Place-based planning isn't new, but we do feel that we are being innovative in the way that we are applying those principles. Taking inspiration from the Sustainable Development Goals and the history of Gaelic culture in Scotland. We want children engaged in meaningful self-directed play, outdoors, truly connected to the places that they spend their time in. We know that children need to be connected to nature for our future, but also because it is inherent to the human condition. Like hunter-gatherer societies of our past and present, the planner recognises that children's play represents the daily rituals of society. This enables children to take part meaningfully as and when they choose, deepening their relationship to place and nature.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Cameron Sprague ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Nature; Play, Outdoor; Innovation; Scotland				

4231	Authentic Autistic Play Is A Human Right				
Abstract	Traditionally, play in autism has been seen as being delayed, deficient, impaired and underdeveloped. This dominant discourse is challenged in this theoretical and conceptual input into embracing and understanding authentic autistic play. Considering embedded ideas of ‘appropriate’ observations, assessments and interventions of play, this paper asks ‘what if?’ and ‘who decides?’ as well as exploring play as a human right for all children, and considering how even the United Nations Convention on the Rights of the Child (UNCRC) might potentially (unwittingly) be ableist in its description of rights to play. Examples are given of behavioural narratives of autistic play preferences, allowing us to wonder how and why autistic children are made to feel wrong in their approach to play, why society is compelled to correct them, as well as some historical insights into alternative perspectives. An overview of my own research into exploring authentic autistic play in Scotland, through the use of a novel mobile research app to gather teachers’ perspectives and autistic children’s actual play preferences is offered, demonstrating the potential of a professional learning programme to change the dominant discourse. The paper closes with some straightforward suggestions on how to embrace this in our own contexts.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Elise Stirling ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher; (Educator, Autism Specialist Teacher)				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Autism; Play, Autistic; Rights; Discourse, Dominant				

4260	Hop Up Transformer: Let Your Imagination Run Wild And Build The Playground Of Your Desire!				
Abstract	Watch out, play-danger! Have a play break with Hop Up and experience how the life-size, open-ended materials bring out the explorer, inventor, and artist in each of us. Always dreamed of voyages into a Galaxy far away? Want to turn a pumpkin into a carriage of your own imagination? Or just want to create a cozy corner to curl up in? With Hop Up you create the most versatile and imaginative constructions. Each part builds on the previous one or becomes the foundation of something new. Enter our play-labo and experience how, with just a pinch of your imagination, the playground continuously transforms. Ready for take off? Children spend their free time more and more in uninspiring environments. Their freedom to romp about and go exploring is disappearing. This stunts their natural development and creativity. The Hop Up Playground tackles that challenge. It's an initiative of Blenders, a Belgian non-profit, that gathered children and professionals from childcare, education, and youth service to cocreate a solution. With the Hop Up Playgrounds, (temporary) play environments pop up in places where children spend their time. It ensures that children will once again have access to the space they need to play freely.				
Format	Play Break				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Eva Maréchal ¹ , Ilse Van Gorp ²				
Presenters, Domicile	Belgium				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	(Not-for-profit/Social Enterprise, Childcare)				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Environments, Play; Playgrounds, Pop-up; Participation, Child; Play, Free; Play, Open-ended				

4338	Outdoor Play: The Actual Behaviour Of Kids In Public Spaces				
Abstract	Free play in public space is an unique activity for kids. It's important for the personal development, for their health, and it is also a lot of fun. Despite these advantages, we see a decrease in the number of children playing outside. To reverse this decline, it is important that we make more use of the playing experiences of children when designing our public spaces. However, when children are involved in research, they are often asked about their theoretical wishes which may be far away from their actual behaviour. Observations of their concrete actions can be used to circumvent this, but little or no user research about children's play behaviour is carried out. And if there is any research about how children use their surroundings, it usually focuses on smaller predefined target areas. Informal play spaces, such as sidewalks and courtyards, or areas that are located 'in-between' barely find their way into research, although they can be very meaningful for children during play. In this presentation we will show the first results of an ongoing study in three post-war residential districts in the Netherlands. Based on multiple, systematic observations and methods like counting, time sampling, and behaviour mapping we answer the following questions: who's playing outside? Where do primary school children play in their neighbourhood? With whom? And what kind of activities do they employ when they are outside? The acquired knowledge can be used by those who strive for play-friendly and child-friendly cities.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Gerben Helleman ¹				
Presenters, Domicile	Netherlands				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Outdoor; Space, Public; Environments, Cities; Netherlands; Cities, Play-friendly				

4365	A STUDY OF WORKPLACE PLAY AND PLAYWORK'S VIABILITY FOR ITS APPLICATION				
Abstract	This presentation delivers the findings of a doctoral study that was in part motivated by a social injustice perceived in the observation that whilst children's opportunities to play in the UK have become increasingly restricted, play is becoming a normalised and valued aspect of adult life, particularly in the workplace. Despite being in its relative infancy, the literature suggests that workplace play has become a crucial aspect of management theory and organisational culture. Nevertheless, to date, the subject of workplace play has been under-theorised with much of what is published being largely anecdotal. The presentation details a number of contributions and recommendations of the study. These include the first empirically researched definition of workplace play and a blueprint for its application comprising nine distinct underpinning principles. Designed and conducted as four interconnected research projects, the study also assessed the viability of playwork praxis as a mechanism for workplace play's application. This study is one of the first to offer direct contributions to our empirical understanding of workplace. These include new insights into the potential of playwork praxis and alternative recommendations for child-centred play policy.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Mike Wragg ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Industry; Workplace; Playwork; Childhood				

4409	Teenagers In Hospital - The Forgotten Age				
Abstract	When a child is particularly unwell, they are likely to be admitted to hospital and they will be treated in a paediatric ward or outpatient department. During this admission, children will be looked after by trained and qualified paediatric staff. As for adults, they will be admitted to a specific or specialised adult unit, and this will be staffed with trained and qualified adult nurses, doctors, physiotherapists, dieticians etc. However, if you are a teenager/adolescent where will they go and who will be treating them, paediatric or adult trained staff? Being a teenager can be a challenging time, and being in a hospital as a teenager can be especially difficult. This session will explore how young people need the opportunity to access a ward or unit with professionals who understand them and their needs, along with the importance of this because as a young person they are no longer a child, but at the same time they are not quite an adult either.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Nicky Everett ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Hospital; Distraction, Normalising; Procedures, Playroom				

4410	CORDS: Co-Production Of Research Direction & Strategy With Children & Young People				
Abstract	Article 12 of the UNCRC states that children and young people have the right to be listened to and taken seriously. It states that they should be considered when making decisions about things that involve them. Article 31 says children should have a right to play. These two parts of the UNCRC can be intrinsically linked. At the National Centre for Population Health and Wellbeing Research (NCPHWR), our work with this age group is underpinned by a rights-based approach and has co-production with young people at its core. Projects such as ACTIVE and RPlace highlight this. Encompassing both Article's 12 and 31 these have been informed by young people from inception to delivery, to outputs in relation to play and physical activity. Co-production is now a prominent part of the NCPHWR and we have now developed Co-production of Research and Strategy (CORDS), a standard operating procedure (SOP) for co-production acknowledging that co-production in research should not be a 'one size fits all' approach using our play based work to underpin a wider remit. The SOP aims to provide some clarity based on evidence and examples from previous projects co-produced by members of the public, that were developed by NCPHWR researchers on the topic of physical activity and play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Dr Michaela James ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Methods, Co-production; Activity, Physical; UNCRC; Article 31; Play, Active				

4456	Measuring The Participation Of Children On The Co-Creation Of The Território Brincapé Playsite				
Abstract	Território Brincapé (TB) is a communitarian space for free playing, which provides a naturalized place with loose parts set in a private sandlot, in Lisbon. This public funded project has delivered around 2000 hours of play (school classes, after school programs and families). The present work draws on a weekly basis Playwork intervention with primary school children along 10 sessions per class. Throughout reflective-practice, photo analysis, video recordings, drawings and behaviour-mappings, a critical cartography approach has been developed to assess children's participation. Specifically, we have observed that, in-between sessions, children look forward to repeat and deepen their play, create an expectation whether their constructions are still preserved, plan the play frame ahead with schoolmates, ask for specific material. Play frames become longer, more self-organized and less exploratory. Towards the last sessions, the play site becomes enriched with an entanglement of bodies, affects, play frames, stories, and materials, which come together as new "participatory what ifs" that make life more flexible, pleasurable and creative, in the current here and now. These findings show that children's agency and sense of ownership over TB play site, reinforce their capacity to thrive as children in still very much adult-centric childhood.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Rita Frade ² , Ana Rita Fonseca ³ , Frederico Lopes ¹ , Sandra Nascimento ³				
Presenters, Domicile	Portugal				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Playground, Adventure; Children, Primary School; Lisbon; Schools, Primary				

4518	Mural Art: A Tool For Promoting Child's Play In The High-Dense Community In Bangkok				
Abstract	Since 2014, 250 meters wall along Hua Lam Pong train station, and house walls in Duang Khae alley, a low-income and high-density residential area in Bangkok, have been coloured vibrantly with the cooperation of grassroots "The Foundation for Child Development" and local people. Previous research regarding the children's area and its creative adaptation in Duang Khae Alley led us to explore an essential tool the local grassroots uses. In this study, we investigated how the mural works and the benefit of utilizing this tool in developing children in this community. Firstly, we observed the community area and volunteered in the yearly event, Rong Meung Reung Yim, in December 2022. As a result, we found a variety of temporary playing spaces on the street along the main art wall. The evidence from interviews confirms that mural walls have brought a positive feeling and sense of ownership from residents. Significantly, designers from interviews considered the mural activity a necessary tool before starting a playground project.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Pilaiporn Nunma ¹ , Kiyoko Kanki ²				
Presenters, Domicile	Japan and Thailand				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Space, Children's; Environments, High-density area; Mural; Tool, Design; Participation, Community				

4519	Revitalising Neighbourhood Play In Australia				
Abstract	As the peak body for play in Australia, the team from Play Australia will showcase initiatives aimed at supporting families to re-engage with play in their community. Based on a successful formula of working with local government, parent education, new playground finder apps and temporary street closures, the outcomes are supporting the revitalisation of neighbourhood play in Australian communities. Play Australia will share latest learnings, case studies and resources from our Play Today campaign and the 1000 Play Streets – a movement that empowers Australians to reclaim their quiet residential streets as places, for neighbours of all ages, to connect and play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Kieran Brophy ³ , Robyn Monro Miller ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Streets, Play Streets; Playgrounds; Parents; Community; Cohesion, Social				

4531	An International Survey Of Breaktime/ Recess In Schools				
Abstract	We live in an age that is unprecedented in terms of the knowledge we have about schools and education systems across the world. Large scale datasets collected by global organisations are used to compare nations on educational measures and performance. But surprisingly little is known about breaks in the school day across countries. Yet breaktimes are important times for children to engage in play with friends and peers. They are the main times when schools can allow children to express their right to play. This presentation reports findings from a unique survey of schools involved in Outdoor Classroom Day (grass-roots campaign). The survey was designed to gather information on the experience and views of participating staff in schools about the day. Data were received from over 4,000 participants. There were sufficient responses for analyses across 11 countries to provide insights into numbers and total duration of breaks and how duration relates to the school day. This presentation, examining playtime by country and child age provides unique insights into the nature of breaktimes across educational phases in different countries. Findings are considered relative to the importance of breaks as recreational, social time for children's wellbeing and feelings of relatedness in school.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Ed Baines ¹ , Helen MacIntyre ³ , Cath Prisk ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Recess/Breaktime/Playtime; Methods, International comparison; Methods, Survey				

4544	Play Versus The Curriculum: Creating Opportunities And Environments In A Scottish Primary School				
Abstract	Many practitioners struggle with “fitting in” play in our demanding curriculum. I am trying to break the stigma that play is something extra when in fact play, should be an integral and seamless part of our curriculum and something that every teacher should be taking steps to implement. I teach in a typical Primary School and have spent the last few years developing play with older students aged 9-12. I am currently out of class, creating play opportunities in the lower school which has been severely impacted by the Covid years. We have revamped our space into ‘Play Zones’ - Imagine, Create, Discover, Dream and our outdoor zone Explore. Most of our infant (Aged 4-6) curriculum is now achieved through play using each environment, where we have a mix of directed play stations and boundless opportunities for free play. I feel play is a concept many teachers struggle with as they feel they don’t have enough time but so many of our curricular outcomes can be accomplished through play. We know in a perfect world, play is free and child led, but I am keen to share practical ideas of how play is possible as part of a packed curriculum.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Kerry Clark ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; (Educator, Primary Teacher)				
Presenters, Sectors	Local Government				
Source Material	Practical, current				
Children’s Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Curriculum; Environment; Scotland; Children, Primary School				

4562	Surviving? The Sustainability Of Children's Play Services In England				
Abstract	The playwork sector in England has, since its development in the 1950's, experienced periods of boom and bust. The 2000's, saw significant investment and prioritisation of children's right to play across the United Kingdom. This was followed by significant disinvestment during the 2010's, as provision for children's play became "a casualty of the austerity drive" (CRAE, 2015, p. 34). As the UNCRC (2013) identified internationally, and Voce (2015) identified in England, there has been little government support for the agenda of children's play. Despite the challenging economic and social landscape during the 2010's and the absence of political support, Adventure Playgrounds as a non-statutory service for children and young people have continued to survive. This session will provide a brief overview of the findings of a PhD study examining the sustainability of children's play services in England. Focused primarily on Adventure Playgrounds, the outcome of this study was a substantive theory, grounded in data, providing a conceptual framework for how adventure playgrounds have survived a period of significant political and economic turbulence.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Alexandra Long ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Sustainability; Playgrounds, Adventure; Theory, Grounded; Playwork				

4583	Scottish Icon Treasure Trail: Self-Propelled Play In Glasgow's Urban Environments				
Abstract	Play Break Activity 1: Title - Scottish Icon Treasure Trail: Self-propelled Play and Walking Challenge / In response to the theme of Play and Creative Environments, my Play Break activity invites delegates to playfully discover our conference, Scottish Icons and the story behind Glasgow's Coat of Arms hidden in the City's rich and cultural, urban landscape, in the vicinity of the Conference Hub. There are 8 icons to discover altogether: Heilan' Coo, Puffin, Stag, Bird, Bell, Fish, Tree and of course...our national animal of Scotland, The Unicorn! Interactive Treasure Trail Map Participants will be invited to pick up the Scottish Icon Treasure Trail map, which may be available from the IPA Glasgow 2023: Play, Rights & Possibilities Conference Information area. The highly visual map, also accessible to non-speakers of English, will contain easy clues and QR codes with engaging information. Participants could take a walk at a leisurely pace or be re-energised through a fast stride, independently or with conference friends, for a wee sensation of self-propelled play in Glasgow's urban streets. This is an excellent way to discover parts of Glasgow's East End and a breath of fresh air, either in-between scheduled, daily events or as an evening activity.				
Format	Play Break				
Conference Themes				Play and the creation of environments	
Presenters, Names	Barbara Middleton ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Author, creator playful education resources)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Experiences, Interactive; Treasure-trail				

4603	Is That The Fun Room?				
Abstract	When the shelter-in-place restrictions were extended to the schools in our town outside of Cleveland, Ohio, children as young as three years old were expected to go on a computer to receive instruction. When I took a position at a school, post-pandemic as a clinical counselor, I was surprised to see how back in the school walls children were not reintroduced to materials or given the time to learn cooperative play in the least. As a child therapist, I rely on toys and art materials as resources to connect, relax, and illicit conversation. The office is part sensory room and part play room. Over the course of a year I witnessed the reactions of the teachers, administrators, and children as my space evolved into a room that attempted to contain and accept the behaviors of all of the people in the school community. In this presentation I wish to illustrate the techniques, the challenges, successes, and reflections on mental health support in a public school system and how the pandemic spurred an awareness of the need but also a resistance to how we view a child in a post-pandemic world.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Elizabeth Dreyfuss ¹				
Presenters, Domicile	USA				
Presenters, Roles	(Therapist, child)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Schools; Therapy; Art; Pandemic				

4629	Assessment Of And Utilization Of Outdoor Play Facilities In Some Selected Nursery And Primary Schools In Odeda Local Government Area Of Ogun State, Nigeria				
Abstract	Outdoor play provides children with a wealth of environmental experiences which can accelerate the development of gross motor skills, sensual utilization, and physical well-being. This paper investigates the availability and utilization of outdoor play facilities in selected nursery schools in Odeda local government of Ogun state, Nigeria. The study also assessed how children are been expose to quality outdoor play activities so as to develop among others, self-regulation and social skills. Random sampling technique was employed to select 20 schools for the study. Data was collected using structured open and closed-ended questionnaires. The findings revealed that swings were the highest available outdoor play equipment. A high percentage of the sampled schools had no outdoor play equipment. However, most of the respondents had a positive disposition to the relevance of play in childhood. The study queries the quality and quantity of childhood experiences of these children, especially as complete and wholesome development is concerned.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Olusola Ariba ^{DK} , Adebola Sanya ^{DK}				
Presenters, Domicile	Nigeria				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor; Children; Play, Availability				

4661	The Right To Play: Snakes And Ladders – A Case Study				
Abstract	This poster will present learnings from the public art project ‘Snakes and Ladders’, a fifty-metre, ground plane mural in Sydney Olympic Park, in Sydney’s western suburbs. This was a collaboration between Digby Webster, an artist with Down syndrome, and Nadia Odlum, an artist without disability who specialises in playful, large-scale public art. Snakes and Ladders was commissioned by the Sydney Olympic Parks Authority (SOPA) as a result of a community consultation and co-design process, and was supported by Accessible Arts, the peak body for advancing the rights of New South Wales artists who have disability and/or who are d/Deaf. The result was a public artwork that functions as an inclusive playspace, supporting the right to play for all people who visit or live in Sydney Olympic Park. This poster will detail the process behind the project, including: the promotion of accessible play in the artwork design; the collaborative process between Digby and Nadia, including the steps taken to support Digby’s access requirements; and the community consultation and placemaking initiative that led to the commission. This will be interspersed with images of this vibrant project, and quotes from the artists.				
Format	Poster				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Nadia Odlum ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher; (Artist)				
Presenters, Sectors	Academia; (Private practice, public art)				
Source Material	Published research				
Children’s Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Art; Play, Accessible; Collaboration; Inclusion; Art, Public				

4678	OUR Generation Project				
Abstract	“OUR Generation’ – Spaces to Be is designed to build positive relations and emotional resilience in disadvantaged communities impacted by four decades of the Troubles/Conflict across Northern Ireland & Ireland. Post COVID this project is needed now more than ever, as it utilizes a holistic approach to child development by working directly with children themselves, their primary care givers and key adults within their lives, such as; teachers and afterschool’s practitioners. Spaces to Be uses play methodologies as a means of developing positive mental health and wellbeing, as well as encouraging the development of childhood resilience in our children and young people. During this presentation delegates will hear about the positive impact this project has had on children and young people living within some of the most disadvantaged communities across Northern Ireland. This fun and interactive session will also explore our play approach and how giving children the Time, Space & Permission (TSP) to play can be used to support children and young people’s positive mental health and well-being.				
Format	Presentation				
Conference Themes			Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Aidan Burns ¹				
Presenters, Domicile	UK (Northern Ireland)				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Resilience; Health, Mental; Ireland, Northern; Children, 4-11; Communities, Disadvantaged				

4717	Effectiveness Of Promoting Free Play In Families Using The Kindergarten PLAYBAG Intervention: An Evaluation Study In Hong Kong				
Abstract	Most parents in Hong Kong use PLAY as a “tool” to educate their children, looking for significant developmental achievement and results, rather than respect children to play in their own ways and enjoy the play process with their children. The pandemic affects children’s learning as well as their play time, Playright had considerable concerns about the impact of the pandemic on children’s play and the parent-child relationship. In this regard, Playright developed a free play protocol that included the playbag, parent-child play guidebook and training in partnership with kindergartens. A quantitate and quality study was also taken in this project, in particular, the study sought to address the following research questions: (i) What are parents’ perceptions of children’s free play? (ii) To what extent do parents engage in free play with their children? (iii) What barriers and difficulties do parents experience in engaging in free play with their children? (iv) What are the outcomes of free play on parents’ mental health and parent-child relationships? The result of the study provided a fruitful insight into understanding parent’s participation in free play in terms of the difference of parent’s gender and education level. Essential elements were also identified from the focus group which facilitate meaningful parent-child interaction in free play time.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Potato Kai Yin Yu ¹ , Wallace Tsang Wai-Hung ³ , Cheung C.S. Johnson ^{DK}				
Presenters, Domicile	Hong Kong				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Published research				
Children’s Participation	No				
Covid-19 focus	Yes				
Keywords	Play, Home; Children, Kindergarten; Play, Perceptions; Play, Parents; Play, Free				

4821	Street Play, Wellbeing And Mental Health From Childhood Into Adulthood In The UK				
Abstract	The streets close to where children live provide important space for play. We examined how the proportion of children playing on the street has changed over time and whether street play is associated with wellbeing and mental health in children as well as into adulthood. We surveyed a representative sample of 1000 UK children aged 6-16 years, 1000 UK adults aged 18+ and 1000 UK parents of children aged 6-16 years about children's play, wellbeing (children) and mental health (adults). We found striking declines in the use of streets and local areas for play over time. Further, we found that children under 13 years who said that they regularly played out in their street had higher levels of positive emotion than those who did not. In addition, adults who told us that they regularly played out in their street as a child had better mental health as adults. Similarly, adults who told us that there was freedom for children to go and explore in the neighbourhood they lived in as a child had better mental health as adults. The findings suggest that being able to play in the street is linked to wellbeing during childhood and mental health into adulthood.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Helen Dodd ¹ , Rachel Nesbit ² , Anita Grant ²				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	United Kingdom; Streets, Play Streets; Health, Mental; Wellbeing; Play, All-ages				

4846	The Joy Of Mistakes – Improv(is)e Resilience				
Abstract	This workshop is a refreshing jump into the deep end with impulses and methods from improvisational theatre for teaching, learning and playing with children. A playful lesson for the curious and those who like to play! In various exercises and games, the basics of the art of improvisation are taught and your own spontaneity, creativity and perception are trained. Trying things out, saying yes, not being afraid of making mistakes and reacting in the moment provide a playful insight into the world of improvisation. Just jumping in at the deep end and spinning crazy ideas are just as much a part of the programme as a few thoughts on improvisation in everyday life. Playful improvisational theatre exercises can also be integrated into seminars and lessons without much effort. Pupils and students have fun together, can try out new things, develop and strengthen their spontaneity and self-confidence, at the same time train their rhetorical skills and experience how a positive culture of mistakes can be lived. In addition, improvisation theatre has a positive effect on social behaviour, strengthens team spirit and provides spaces to improve resilience.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Michael Dietrich ¹				
Presenters, Domicile	Germany				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Improvisation; Play, Creative; Spirit, Team				

4870	Mediators Of Inclusive Play: Insights From A Training Program In Brazil That Promotes Play For All Children				
Abstract	We will share insights about the development and ongoing implementation of a training program that promotes inclusive play in Brazil. Since 2015, 245 people have graduated from 11 classes of “Mediators of Inclusive Play”. It is offered by IPA Brasil in partnership with the global NGO terre des hommes and national organizations from the public sector. Over the years, partners have included the São Paulo State Prosecution Service and Secretariat for Social Development, and the Federal Happy Child Program, among others. With a focus on ensuring all children and youth have opportunities to play, the course provides participants with a new look at inclusive play. It encourages them to reframe their thinking and consider play as a fundamental right and need of every child. They learn to look for creative ways to ensure public policies and programs, and all communities, contemplate play for children of all abilities. The methodological approach, for both in person and online course formats, combines theoretical and practical training – learning by doing – and students develop their own inclusive play projects. By sharing our learnings, we hope to inspire and help others who also seek to guarantee children of all abilities have opportunities to play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Janine Dodge ¹ , Belisa Pereira ³ , Jessica Martins ³ , Jade Lopes Gomes ³ , Anderson Maia ³ , Luciana Noschese Correia Scarabeli ³ , Anderson Batista ³ , Marilena Flores Martins ³ , Dafne Herrero ¹				
Presenters, Domicile	Brazil				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Training; Inclusion; Disabilities; Advocacy				

4878	The Impact Of Enabling Risky Play On Physical Activity And Wellbeing In New Zealand Primary Schools: The Puketāpapa Play Project				
Abstract	New Zealand is a UNCROc member state, yet quality risky play (RP) opportunities are declining. Investigations of RP interventions in schools are limited. To explore how NZ can better fulfil its commitment to Article 31, this study examined the efficacy of a RP intervention on children's physical activity (PA), and barriers and facilitators for adoption. The Puketāpapa Play Project was implemented in 11 Auckland primary schools. There were three workshops: the importance of RP, facilitating RP, and mapping opportunities for RP. Rule changes and play equipment were introduced, and support and activations were provided. Accelerometers were used to assess 24-hour activity patterns. Focus groups with children and staff were conducted before and after. Children also completed an anonymous wellbeing survey. At the time of writing, baseline data were available for 147 children across the 11 schools (40% boys, mean age 8.8 ± 1.7 years). Initial analysis revealed the mean activity composition was; sedentary = 10.5 hours/day, light intensity = 4.9h, MVPA = 1h, sleep = 7.5h. Boys had 38% (95% CI 16.6, 65.2%) more PA than girls. Children rated themselves as happy (mean 3.9/5) and mostly ready for leaning (2.5/3). Teachers were enthusiastic about RP at school, but lacked confidence. Children spoke about respecting school rules whilst also desiring more freedom. Preliminary results revealed barriers/facilitations to intervention adoption. PA follow-up measurement is ongoing and further results will be presented at the conference. Accelerometer compliance rates restricted between-school analyses.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Charlotte Jelleyman ¹ , Tobias Cox ³ , Tom Stewart ³ , Scott Duncan ³				
Presenters, Domicile	New Zealand				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Risky; Children, Primary School; New Zealand; Activity, Physical; Schools, Primary				

4887	Fifteen Years Of Play Days From Takoma Park, Maryland, USA To Around The World				
Abstract	Pat Rumbaugh, known as The Play Lady received the Child's Right to Play in 2022 from the International Play Association USA for her play advocacy work. Pat will present how she founded a play committee in 2009 to begin holding Play Days. 2014 the nonprofit Let's Play America began and in 2022 the Play Day Project by changeX.org is now funding Play Days around the world. Let's play!				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Pat Rumbaugh ¹				
Presenters, Domicile	USA				
Presenters, Roles	Manager/Supervisor; Advocate; (Executive, Director)				
Presenters, Sectors	(Not-for-profit/Social Enterprise)				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Playdays; Cost; Play, Child-led; Play, All abilities; Play, All-ages				

4890	An Investigation Of Parents' Playfulness Using A Longitudinal Two-Parent Dataset				
Abstract	The quality of parent-child relationships, including play, is a key factor in children's development. The present study used data from Healthy Start, Happy Start, a randomised controlled trial in the UK, and focused on mother- and father-child play over time. Owing to the lack of consensus over how to measure and define playfulness, the study also used two different observational measures of parental playfulness. This helped to identify the elements of playfulness that seemed to overlap and those that were distinct to each scale. 49 families with 1-3-year-olds were involved in the first stage; 43 families (children now 3-5 years old) were engaged at a 24 month follow-up. Two measures of playfulness were deployed: Parental Playfulness Scale (Atzaba-Poria et al., 2014) and Scale of Parental Playfulness (Basilio et al., 2018). Differences were explored between mothers and fathers, and over time. The presentation will discuss a key issue of the area: measurement of play. Since the study leveraged longitudinal data, it will also explore parent-child playfulness and differences between parents and across time, thereby contributing to knowledge about the differences in and the development of parent-child play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Krishna Kulkarni ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Parent; Methods, Measurement Playfulness; Behaviour, Play; Methods, Longitudinal				

4893	The Action Practice Of Supporting Children's Games With Environment And Materials			
Abstract	Children need their own space to play and play freely. For this reason, we create an indoor environment like home, which includes diversified and different learning areas , and provides rich outdoor play experiences in a real life environment, and offers natural and accessible, developmently-appropriate materials. This allows children to enrich their thinking and engage in authentic sensory, cognitive, and perceptual development that will be beneficial throughout their early childhood. We support children to explore wonderful things and construct new experiences freely and independently by ensuring sufficient play time for children. We believe that children are capable learners. We listen to children's ideas with an appreciative attitude and respond to their needs in a dynamic environment.			
Format	Play Break			
Conference Themes			Play and the creation of environments	
Presenters, Names	Hsin-Ying Chien (莹 程) ^{DK} , Shu-fang Chen (娟 陈) ^{DK}			
Presenters, Domicile	China			
Presenters, Roles	(Educator, kindergarten teacher)			
Presenters, Sectors	(Education, nursery school/kindergarten)			
Source Material	Practical, current			
Children's Participation	No			
Covid-19 focus	No			
Keywords	Children, 3-6; Home; Environments, Play; Play, Loose parts			

4912	Creating Play Environments For Indigenous Children In Taiwan				
Abstract	When the importance of play becomes a common concept for children's right in the world, it is still a challenge practice for indigenous parents living in remote areas of Taiwan. This paper will present a social practice research on establishment of play-house in collaborating with parents in several tribes in remote area in Taiwan since 2020. This study wasn't an acceptable project when first proposed to the local government, however its significant outcomes attract many indigenous community workers in various tribes and eager to becoming a part of the social connection in promoting indigenous children's rights for play. This study was successfully subsidized by the grant from the Public Welfare Lottery Foundation. In respect to different cultures of various tribes, we work collaborative with Non-profit organizations in local communities. A team including ECE educators, child-care experts, social workers, program managers, and play-house leaders were established. In total 11 play-houses were built in different tribes now, and needs of play for indigenous children will be reported. This paper will present different cultural-embedded play activities created by indigenous people and children. An in-dept understanding of children's play as a human right in different cultures will be discussed.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Shu-Fang Chen ¹ (陳淑芳) , Shih-Tsung Chang ¹ (張世宗) , Yu-Yin Lin ¹ (林育瑩)				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Children, indigenous; Rights, Play; Practice, Socially Engaged				

5001	Neighbourhood Play Systems - Aotearoa New Zealand				
Abstract	Sport New Zealand have been working alongside regional partners to develop the Neighbourhood Play System Model (NPS). The NPS has been developed to explore a more sustainable approach to developing and managing the conditions for quality play within a defined footprint. Piloted and tested across diverse NZ communities, with a focus upon high deprivation areas, the purpose of the NPS is to grow play at the neighbourhood level through co-designed projects, ultimately uniting residents to create a 'child-friendly community'. The Model operates in tandem with local planning to ensure a holistic approach is taken that reflects and responds to Aotearoa New Zealand's unique cultural, social and environmental context. Success for this work has been growth in the understanding and promotion of play as an everywhere activity- not just something for schools or playgrounds, as well as a string of interventions and improvements which create the space, time and permission for play. Project leads have immersed themselves into their communities to understand current conditions for play and then develop and define opportunities which will bring play to life in our communities. This presentation captures this journey as well as the unique and local solutions to the challenge of growing play. As this is a programme of work that has been undertaken over the last 12 months we will provide for the attendees themes and insights we have gained from using the model but also themes that are now turing into real time actions				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Scott Mackenzie ¹				
Presenters, Domicile	New Zealand				
Presenters, Roles	Advocate; Policymaker				
Presenters, Sectors	National Government				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Neighbourhood; Environments, Play; Development, Play; Play, Local				

5034	A Play-Based Kindergarten Stage For Scotland				
Abstract	Upstart Scotland is a campaign for a rights-focused, relationship-centred, play-based kindergarten stage for children aged 3 to 7. This presentation will consider the international evidence for policy and practice change in Scotland and the progress made by the campaign so far. Scotland's school starting age of 4/5years is extraordinarily early compared to the rest of the world. After 150 years, it is also deeply embedded in our national culture. In 2015, Upstart began making the case for a later start on formal schooling, preceded by a play-based kindergarten stage. As well as reinstating active, social, outdoor play at the heart of early childhood, this would lay far firmer foundations for children's lifelong learning and well-being. The campaign has gathered considerable support from parents and professionals in education, early years, health, children's rights, the play sector, developmental science, social justice, sustainability and the arts. A play-based kindergarten stage has now been adopted as policy by three of Scotland's political parties (including the ruling SNP and Scottish Greens). However, while the Scottish government has supported play-based learning for pre-schoolers, at time of writing it is still committed to a more formal approach from age 4/5. The campaign for cultural change therefore continues.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Sue Palmer ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher; Advocate; (Executive, Chair of a national campaign)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	(Promoting play)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Children, Kindergarten; Rights, Play; Relationships; Wellbeing; Learning, Life-long				

5039	A Feasibility Cluster Randomised Controlled Trial Of An Active Play Intervention For Children With Intellectual Disabilities				
Abstract	Many children with intellectual disabilities are inactive, which poses numerous health risks. Children with intellectual disabilities can also have lower motor and social skills, compared to typically developing children, which can directly impact activity levels and reduce activity-related confidence and enjoyment. Therefore, it is essential to identify new ways to increase activity that overcomes these barriers. Active play is an evolving method that promotes activity through play and supports the development of essential motor and social skills. This study will investigate the feasibility of a cluster randomised controlled trial of an active play intervention in children with intellectual disabilities. We aim to recruit eight additional support for learning schools (N=4 control, N=4 intervention) and 10-15 children with intellectual disabilities per school. The intervention will be delivered weekly for 15 weeks, consisting of progressive sessions focussing on structured and free play. Physical activity and sedentary behaviour levels, fundamental movement skills, mental health, quality of life, and anthropometric data will be measured pre- and post-intervention. We will also conduct a health economics assessment and process evaluation. This project is the first to investigate active play in children with intellectual disabilities and will have important implications for this field of research.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Arlene McGarty ¹ , Sharon Simpson ³ , John Reilly ³ , Richard Hastings ³ , Alex McConnachie ³ , Manuela Deidda ³ , Aidan Gallacher ² , Melodie Crumlin ² , Craig Melville ³				
Presenters, Domicile	UK (England) and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Active; Disabilities, Intellectual; Children; Health, Mental; Development, Physical and Social				

5055	Playwork ECO Warriors				
Abstract	This presentation will focus on the role of playwork in promoting environmental awareness. Based on the experience of our recent Play Gathering (IPA NI's annual CPD playwork event) the presenter and his team will outline how we used the concept of a Wild Game to emotionally connect playworker's with the concept of reusing, recycling and repurposing materials and the natural environment for children's play. The aim of the session is to stimulate ideas so the adult worker is better able to provide fun and interesting opportunity's for developing children's eco awareness and curiosity. Playworkers' will be better able to support children's adventures as they explore the natural world, and guide a more in-depth understanding of ecological issues in a fun way 'what type of children will be leave this world' - we hope playful, resourceful, resilient, strong, brave and environmentally astute. The presentation will conclude with a practical session, i.e a wide game. The participating adults will engage with and respond to a range of environmentally play friendly tasks stimulated by a range of eco characters who pop up during the session.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Peter McCartney ¹				
Presenters, Domicile	UK (Northern Ireland)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	CPD; Health, Mental; Resilience; Awareness, Environmental; Conservation				

5091	PARS Environmental Modification: An Alternative Approach To Creating Play Environments				
Abstract	Environmental Modification is one of the methods in the PARS model of playwork practice, which was developed from research into the theory and practices of the adventure playground pioneers. The adventure playground pioneers had a very clear strategy for creating environments for children, based on their particular philosophical approach to children and childhood. This presentation outlines the key theoretical components of PARS Environmental Modification and provides some practical examples of how it is being used to create a wide range of indoor and outdoor environments for children of all ages around the world.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Shelly Newstead ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Community				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Free; Playwork; Design, Playspace; Theory, Playwork; Planning, Play				

5108	How Can Urban Parks Be More Inclusive In Japan's Ultra-Low Birthrate Society?				
Abstract	In Japan, an ultra-low birthrate society, urban parks are discussed as intolerant spaces for children because of the "noise problem" and various prohibitions. The aim is to present an overview of the situation and solutions in three parts: 1.Current children's play in Japan. Firstly, I want to discuss the current situation of children's play in Japan and the new phenomenon - "video games as outdoor play." I will share the questionnaire survey results (screen time, number of playmates, time, space, etc.) and then why and how children get into video games on the playground based on interviews. 2.Can urban parks be inclusive to children in an ultra-low birthrate society? The second part discusses the inclusiveness of urban parks to children. I will share the result of a survey about the local governmental restrictions on ball play in urban parks and identify management problems and solutions. 3.Expansion of inclusive playground movement in Japan? Increased attention to inclusivity associated with Tokyo Paralympics 2022 urged local municipalities to renovate playgrounds in urban parks, welcoming children with disabilities. I will share how the term "universal playground" is interpreted in Japan and what kind of local stakeholders are shaping the development of inclusive playground management.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Mitsunari Terada ¹ , Hitoshi Shimamura ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished); Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Birthrate, Ultra-low; Play, Outdoor; Park, Urban; Playground, Inclusive; Prohibition				

5286	Is It Healthy To Avoid Children's Aggressive Play Themes?				
Abstract	For 15 years With Kids have provided play therapy to vulnerable children up to 11 years old in Glasgow and Edinburgh. We are currently the largest provider of play therapy services in Scotland and deliver the Scottish MSc in Play Therapy accredited by Queen Margaret University. As a children's mental health charity our work is underpinned by the UNCRC. The non directive model of play therapy supports a child's right to freedom of expression (Article 13) and the use of play to recover from trauma with reintegration back to healthy state (Article 39). This proposal offers a 90 minute workshop exploring an avoidant attitude to aggressive themes of death and war in children's play. As a play therapist these are standard play scenarios with items such as guns, swords, grenades and soldiers. In this workshop we will introduce the research that underpins the developmental drive and need for children to explore these uncomfortable themes in a supportive context. There will be play opportunities for delegates to reconnect with how it feels to play in this way, followed by a group discussion exploring possible fears that this type of play evokes in adults who work with children in nursery and primary school.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Jeanne McLaughlin ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Children, 0-11; Therapy, Play; Death; War; Aggression				

5299	Playing For A Land(E)Scape: “Being-Well” Before And After School Times				
Abstract	The present work reflects on a children’s and adults’ spatial practice, over the last 3 years, at a primary school neighbourhood and plaza located in Lisbon. In a post-humanist approach to play, bodies, material environment and imagination affect and are affected in intra-active ways that are always unpredictable and generate a being-well state. Through critical cartography, using a more than representational approach to nomadic audio-visual mappings, evidence co-emerged. Children’s and adults’ walk or cycle to school has enabled the discovery of meaningful ordinary-evading spaces to move, feel, play, chat and hang-out, in a car-centric route. At the school plaza, they have re-occupied spaces and gained ownership over them. Adults enjoy hanging out and have also encouraged the municipality to make the environment safer. For the children, playing has emerged from entanglements of other children, adults, trees, grass, concrete surfaces, loose parts and old toys found at the recycling, balls, bikes, skates, books, shared narratives, reframing the plaza as a 'land(e)scape' of being well. Children’s movements, senses and narratives, with adult support, creates an escape from the plaza-landscape and made life here more pleasurable, playful, flexible and creative. Such ordinariness and everydayness is pivotal for children’s participation as co-producers of space.				
Format	Presentation				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Frederico Lopes ¹				
Presenters, Domicile	Portugal				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children’s Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Outdoor; Mobility; Affordances; Wellbeing				

5308	Enhancing Children's Outdoor Play At Child Care: Preliminary Results From The Promoting Early Childhood Outside Trial				
Abstract	The benefits of outdoor play on children's health, well-being and development have been extensively documented (Brussoni et al., 2015). However, children are spending less time outdoors due to the changing landscape of neighborhoods, increased time spent on technology, and shifting family lifestyles. Early learning and child care centres are important environments for the early years and provide equitable and essential opportunities for outdoor play (Copeland et al., 2016). Through the PROmoting Early Childhood Outside (PRO-ECO) study, we aimed to implement an outdoor play program in child care centres in Vancouver, Canada. The PRO-ECO program included educator training, outdoor built environment modifications, policy development and parent-engagement strategies, co-developed to be responsive to local needs and priorities. We collected observational data on children's outdoor play behaviour (Cox et al., 2018; Loebach & Cox, 2020) at three-time points (baseline, 6-month follow-up and 1-year follow-up) to evaluate the impact of this program over time. A total of 231 children across 8 child care centres participated in this study. We will present preliminary results on the efficacy of the PRO-ECO program in increasing and diversifying children's outdoor play behaviour. Findings will showcase important areas to consider to enhance children's outdoor play at child care.				
Format	Presentation				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Rachel Ramsden ¹ , Dawn Mount ³ , Mariana Brussoni ²				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Vancouver; Childcare; Children, Preschoolers; Education, Early Childhood; Play, Outdoor				

5336	To Play Or Not To Play: Preservice Teachers' Perceptions Of Children's Play In Taiwan And Texas, USA				
Abstract	While play is crucial for children's development, the current emphasis on academic achievement and accountability creates barriers to implementation of play-based curriculums. The viewpoints of preservice teachers are important because they serve a critical role in the education of young children. Cross-cultural studies of preservice teachers in Taiwan and Texas explored perceptions of children's play. Students enrolled in Child Development and Early Childhood Education programs accessed an online survey. Respondents included 356 students from five universities in Taiwan and 260 students from two community colleges in Texas, USA. Preservice teachers defined play as a source of learning and enjoyment. Examples included games and toys. Students were encouraged by their professors to use play as a method of teaching but were concerned about anticipated problems and resistance from administrators and parents. Beliefs about Children's Play Experiences elicited agreement/disagreement with 30 statements that comprised subscales reflecting Play Support and Academic Focus. Scores for Play Support were high for both samples, with means of 4.14 on a 1 to 5 scale. Academics were endorsed at lower rates in comparison with promoting play. The researchers suggest that teacher preparation programs emphasize the developmental benefits of play and demonstrate practical applications for play-based curriculums.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Lin Moore ¹ , Elaine Zweig ¹ , Li-Fen Jang ² , Yali Cheng ² , Mingchi Shu ² , Sandra Morales ²				
Presenters, Domicile	Taiwan and USA				
Presenters, Roles	Researcher; (Educator, Professors, Child Development / Early Childhood Education)				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Methods, Cross-cultural research; Curriculum, Play-based; Taiwan; USA				

5375	The Play Therapist Experience				
Abstract	We are all committed to the fact that play has many beneficial factors for children's development and experience of life. Play is also, of course, the way children choose to communicate their understanding of their world, relating to peers and adults alike. When children present with emotional and behavioural difficulties, they are communicating that their experience of life is challenging. They often need some support, and this can come in many forms. Play therapy is one way that children can receive the support that they need. Play Therapy is an effective way of working therapeutically with children providing an opportunity for them to work through emotional and behavioural issues using their language of play in the context of a therapeutic relationship. The therapeutic relationship and process are at the core of the therapeutic practice. How this is established and how play is used is the basis of this workshop. Through experiential activities, information and discussion, the practice of play therapy will be explained as well as why children are referred to Play Therapy and what happens in the sessions. This workshop will give an insight into the world of Play Therapy and whether this is something worth considering for a career development. Play therapy links with the sub themes of the conference, Play and the quality of childhood, children's entitlement to optimum development and resilience. The play therapy process enhances a child's development and experience of life, enabling fulfilment and quality of life aiding resilience.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Fiona Evans ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Therapist, play)				
Presenters, Sectors	Voluntary / Charitable; Academia				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Therapy, Play; Children, 3-12; Education, Masters Qualification; Development, Professional; Learning				

5416	Exploring Toddlers' Play In A Redesigned Outdoor Space				
Abstract	Physically challenging, risky play is a natural part of children's outdoor play behaviour, yet risky play is often limited by the environmental affordances as well as educators' reluctance to allow this type of play due to safety concerns. This case study explored the influence of the redesign of the outdoor environment on 18–26-month-old children's play behaviours and their educators' attitudes and responses to the children's risky play. Video recorded observations examined the children's play behaviours and adult interactions with the children during their usual outdoor play time. Interviews with educators explored their conceptions of risk-taking and attitudes towards the risky elements included in the redesigned space. Findings indicate that despite initial concerns, educators were supportive of the children's risky play in the new environment and the environment afforded opportunities for diverse play including risky play. The redesigned space afforded diverse play opportunities, including risky play, and promoted children's sense of belonging in the environment.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Helen Little ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Australia; Education, Early Childhood; Perspectives, Educators; Play, Outdoor; Educators				

5433	Play As A Power Of Bringing Back Joy And Stability				
Abstract	During the presentation I want to talk about the power of play as a tool to bring back joy and stability to Ukrainian children we worked with after the war in Ukraine started. Over that time we worked with over 600 kids using day play in crisis methodology prepared by International Play Association. I want to present the effects of activities carried to children we supported. The change we could observe in them, but also as supporters to their mothers fighting with problems, which did not concerned children. During the presentation I also want to talk about the observation of psychologists and guardians working day to day with children. I think showing the perspective of foundation who supported Ukrainian refugees since second day of the war, would be a great topic for conference participants. My idea for the presentation is to show the whole one year journey of children, who came to our region after the war started to the point they are today. Present the problems, which still exist and the ideas for solving them and start the discussion to come up with the best solutions.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Dawid Jarzabek-Nowak ¹				
Presenters, Domicile	Poland				
Presenters, Roles	Manager/Supervisor; (Executive, CEO, Coalition for Youth Foundation)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Power of; Change, Agents of; Carers, Children				

5459	Playful Learning And Learning Through Play In Primary Education				
Abstract	This paper is going to address how play can be used by teachers in primary education to activates and stimulate the children's imagination and creativity. The presentation is based on my article published in the anthology "Playful learning and learning through play in primary education" (2022), through the lens of the Russian psychologist Lev Vygotsky's (1995) and the professor of arts education, Sir Ken Robinson's (2017) theories on creativity and imagination. But also draw lines from the philosopher Friedrich Schiller's (1991/1795) theory on "play drive", to illuminate why play is important to children's holistic development. The purpose of this study was to clarify how the teacher could facilitate learning through playful teaching, based on the children's own creative expression, imagination, and participation. The research was based on observations from a teaching program carried out in the 1st grade, followed by an interview with the teacher after completing the teaching. I will present and summarize the article's key findings, where I highlight the value of play in children's learning processes and emphasizes the importance of the aesthetic and practical subjects as a part of this discourse. The recommendations set out are directed primarily at those teaching visual arts subjects in primary schools, but they can also be viewed from the broader perspective of education.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Line Sanne ¹				
Presenters, Domicile	Norway				
Presenters, Roles	Researcher; (Artist)				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Participation, Pupil; Play, Creative; Schools, Primary; Art; Processes, Aesthetic Learning				

5471	All The World's A Stage: Approaches To Play Found At The Theatre				
Abstract	This workshop explores with a pedagogic lens how play is used in the practice of creating live performance. Children's play and that of professional 'players' in the theatre has important differences, such as underlying motivation and the presence of spectators. There are connections however with useful insights for practice through considering the role of the playful adult. Rehearsal and actor training with a focus on presence, connection and embodiment has an aim of developing a successful ensemble (Britton 2014, MacRae & Arculus 2020) and offers insight for communication. Improvisation is also a performance genre where actors use certain 'rules' that enable them to play in real time for an entertained audience (DePasquale & Lewis 2012). Some of these can be effectively applied in learning contexts (Lobman 2005), supporting creativity, imagination, and socio-emotional development. In such contexts the playful adult can create space for child voice and agency. Workshop participants will be encouraged to consider how and why adults may need support in accessing their own playfulness, and what barriers exist for individuals and groups. The workshop content comes from the facilitator's own experience as a theatre-maker, and her research on live performance and early years pedagogy for her PhD studies.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			
Presenters, Names	Charlotte Allan ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher; (Theatre-maker)				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Intergenerational; Play, Creative; Imagination; Co-operation; Embodiment				

5566	The Deeper Foundations Of Child-Centred Pedagogies				
Abstract	Child-centred pedagogies date back to the early c19th, the most famous of which remain in practice to this day. Much discussion to date has focused on their differences from one another, but in this presentation we examine the deeper roots of what they all have in common - to present a synthesis of big ideas to improve primary education across contexts. This work stems from Play Scotland's project to develop a new Play Pedagogy Award for Scottish Primary Schools. Facilitated by A Place in Childhood, this Award was co-created over 2-years with teachers and experts in the field. The process surfaced teachers' desires to learn more about the history and evolution of child-centred pedagogy. In service to this, we researched and wrote profiles of six pedagogists: Froebel, Dewey, Steiner Montessori, Malaguzzi and Laevers. This included an overview of their lives, theory and practice, and reflections in light of the current thinking around Play Pedagogy. In this presentation, we outline themes and insights these pedagogies hold in common. In doing so, we aim to highlight the deeper principles underpinning the use of play in curricular learning, which support the practice across contexts.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				Play and Children's Entitlement to Optimum Development
Presenters, Names	Jamie Hamilton ¹ , Jenny Wood ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Pedagogy, Play; Learning, Child-centred; Development, Child; Childhood, Early years; Childhood, Middle				

5595	Children's Playworlds During COVID-19: Learning From The Play Observatory 2020-22				
Abstract	Between October 2020 and March 2022 a team of researchers from UCL and Sheffield Universities worked on a UKRI funded project: 'A National Observatory of Children's Play Experiences in COVID-19'. Photographs, videos, text and drawings were submitted to the Play Observatory by children, parents, and carers, featuring: play onscreen and offscreen; play inside homes, including den building; outdoor play, including deeper explorations of neighbourhood streets and other areas, and playing together through windows and screens. This project challenged the prevailing public discourse on the sole consequence of children's pandemic experience in the UK being 'learning loss'. Children's media submissions in particular, show engaging markers of deep emotional affect which we are analysing through a variety of frames. Contributions featured in the presentation correlate strongly with the core themes of IPA 2023, in particular: 'Play and the quality of childhood', 'Play and the creation of environments' and 'Play and resilience' (including problematising 'resilience' itself). This presentation, on behalf of the team, communicates the interdisciplinary nature of the work, and considers how the project operated, including how it navigated the demands of being a social science project, alongside a living archival collection of children's play experiences at a particular moment in time.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	John Potter ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Resilience; Media, Play; Playspace				

5640	There Is No Such Thing As Free Play				
Abstract	This paper is going to address the question of how we talk about play, specifically the use of the phrase 'free play'. The use of this phrase implies that there are different kinds of play, for if there is 'free play' then there must be an opposite to it that is 'structured play'. The way play is attached to different labels detracts from the importance of play for the sake of play and dilutes the true understanding of what play is. The prevalence of social media means that it is easy to pick up on a concept or phrase, even when it is inherently incorrect, and propel it to the front of people's awareness and this is the narrative around the incorrect phrase 'free play'. The paper will also address the phrase that play is 'freely chosen'. The paper is going to address the understanding of what play truly is. This presentation is going to be challenging and provocative. it will try to shatter some myths and probably pose more questions than it answers.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			
Presenters, Names	Meynell Walter ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playwork; Children; Play, Free				

5676	Examining Tools To Evaluate Playgrounds For Inclusivity Of Children With Disabilities: A Scoping Review				
Abstract	While playgrounds are designed to promote outdoor play, children with disabilities may be unable to engage in these spaces due to environmental barriers which exacerbate their experiences of exclusion. While research has examined inclusive/accessible playground design when developing new playgrounds, it is unclear if there is a best-practice tool for evaluating the inclusivity of existing structures. The audit process has the potential to engage diverse stakeholders in meaningful, community-based research through evaluations and advocacy to improve playground environments. Therefore the purpose of this scoping review was to examine the tools available to audit existing playground structures for the inclusion of children with disabilities. The overarching objective of this review was to provide children's health and recreation practitioners with resources for evidence-based decision-making to assess the availability of community supports for play, and to inform resource allocation for improving inclusion. The results of this review will provide international, community stakeholders with tools to evaluate existing playgrounds for inclusion, a crucial step in creating environments supportive of all children. The presentation will end with next steps for conducting playground audits in practice, such as accounting for the local policy and geographic contexts, and including children with disabilities using these spaces as stakeholders.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Leah Taylor ¹ , Mara Primucci ³ , Leigh Vanderloo ³ , Kelly Arbour-Nicitopoulos ³ , Jennifer Leo ³ , Jason Gilliland ³ , Patricia Tucker ³				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (published)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Playgrounds; Inclusion; Children; Disabilities; Geographies, Children's				

5694	Mapping Children's Play In Chester City Centre				
Abstract	In 2021, as part of a review of Chester's 'One City Plan' (a high-level strategy guiding development in the city centre), Ludicology were commissioned by Cheshire West and Chester Council to gather evidence from children and their families about their views and experiences of Chester city centre. To do so we created maps with our research participants. Due to restrictions associated with the Covid-19 pandemic, all mapping activities had to be carried out remotely, with children and families using GPS apps to track their routes, photographing what mattered to them on their journeys, and talking through a selection of their images via online meetings. This process worked well for a wide age range of participants from 5- to 50-year-olds. The 10 resulting maps are full of colourful images and quotes that reveal much about children's play and their use of the city centre. Following a brief overview of the project, participants will be given time and space to explore these maps in detail and the themes that emerged from them. Maps will be printed at size A1 and displayed around the room. Participants will also be provided with a handout detailing the research findings.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Mike Barclay ¹ , Ben Tawil ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	(Private practice, Consultants)				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Environments, Cities; Pandemic; Methods, Creative Mapping; Research, With Children; Planning, Play				

5711	Improving Children's Physical Literacy And Activity Levels Through Active Play				
Abstract	Active Play was conceived to address problems relating to children's low levels of physical activity which can lead to a range of preventable mental, physical and social issues. The programme seeks to improve children's physical literacy and activity levels;improving physical and mental health, interpersonal skills, social skills and resilience. AP has been developed through a unique third and public sector partnership, bringing together a variety of expertise. The Covid-19 pandemic has led to a significant increase in challenges related to the health and well-being of children and in response to this we have been delivering more AP for children whilst training a variety of adults wrapped around a geographical place. Delivered by grassroots charities and Actify who work in partnership with local schools, early years settings and other partners leaving a sustainable legacy which settings/partners can build upon. We will share the learnings of this important intervention in supporting children's health and well-being as well as the factors that help increase the impact of the AP programme. We will also provide a practical demonstration of AP activities, and will share our Training through the Actify platform which hosts a range of AP modules and resources, enabling ongoing connectivity and learning.				
Format	Workshop				
Conference Themes					
Presenters, Names	Melodie Crumlin ¹ , Donna Welsh ¹ , Pauline McKenna ¹ , Vicky Fox ¹ , Corrina Shearer ¹ , Judith Graham ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Funder)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings; Not present, but showing pre-recorded video footage				
Covid-19 focus	Yes				
Keywords	Play, Active; Activity, Physical; Literacy, Physical; Skills, Movement; Children				

5729	Developing 'Mobile Museum Module' Edutainment Learning System				
Abstract	Schools used to be led by teachers using multimedia mainly as 'knowledge teaching to students as passive learners. However, while online/digital information overwhelming people in the 21st century, what we need is life-long education which spontaneously knowledge-seeking informal learning strategies is needed more. And 'play' is a spontaneous whole-sensational behaviour driven by intrinsic motivation. This research proposes to combine (1)'education' as ends and 'entertainment' as means into 'edutainment' as a learning ideology and (2) children's museum's 'hands-on' and 'please touch' as a strategy of 'learning in playing' in order to develop manipulative learning modules to provide guided-play learning activities of genuine manipulation experiences. For the multi-sensational genuine manipulation experiences to extend to rural and indigenous tribes in Taiwan, Mobile Museum Modules 'self-learning' units can be transported to all learning locations through a portable firmware system in 'learning boxes', so of research goal of the democratisation and universalisation of the right to play can be achieved. This research finds Mobile Museum Modules can benefit not only children in rural and indigenous areas but also the public and the elderlies in life-long education. Moreover, this can also support school students to have whole-sensational edutainment 'playing in learning' experiences beyond merely multimedia.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Shih-Tsung Chang ¹ , Lee-Chen Chen ³ , Christine Lee ¹				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Edutainment; Museum, Mobile; Modules, Manipulative Learning				

5739	Playing Well? Policy And Practice For Children's Play In The UK Healthcare System			
Abstract	Although all children's rights are considered by the UN to be equally important (e.g., UNICEF, 2021) in practice, children's health, for example, is seen by policymakers as a much greater priority than their need to play. This tends to mean not only that provision for play is dwarfed by that for children's healthcare, but that play within healthcare is widely neglected, even in the face of growing evidence of its vital role in mitigating the stress of childhood illness and building resilience to the trauma of treatment. This presentation will consider different constructs of children's health, challenging the predominantly medical model, in the context of multi-disciplinary perspectives on the nature of children's play and its relationship to their wellbeing and resilience. We will go on to explore the role of play practitioners within the UK healthcare system, examining what the evidence can tell us about the relationship between play interventions and children's experiences of treatment. Finally we will consider the implications of this data for policy and practice in children's healthcare and report on the progress of a taskforce, jointly convened by Starlight and NHS England, to explore these issues and develop plans for systemic change in health play provision.			
Format	Presentation			
Conference Themes				
Presenters, Names	Adrian Voce ¹			
Presenters, Domicile	UK (England)			
Presenters, Roles	Play Practitioner; Advocate			
Presenters, Sectors	Voluntary / Charitable			
Source Material	Practical, current			
Children's Participation	Active in research			
Covid-19 focus	No			
Keywords	Play, Children's Healthcare; Policy, Health; Practitioners, Health Play			

5744	Exploring Neurodiversity In Play Across Brain And Behaviour				
Abstract	Play is a key aspect of childhood that is argued to provide benefits for the development of social processing and emotion regulation. Regular play with others provides advantages for understanding the thoughts and feelings of others, perspective taking, and empathy. A previous study from our lab showed that the posterior superior temporal sulcus (pSTS), a brain region involved in social processing and empathy, was equally active when children played with dolls (Barbie playsets) and tablet games (open-ended games) with another person. However, children were found to engage the pSTS more when playing with dolls alone, than playing with tablet games alone (Hashmi et al., 2020). These findings suggest that solo doll play may provide a unique opportunity for children to practice social interactions important for developing social-emotional skills, such as empathy. In this talk, I will discuss findings from a replication study, exploring play with dolls and tablets in a sample of children aged 4-8 years with high levels of autistic traits. Children's play was investigated in terms of neural activity, as measured using functional near infrared spectroscopy (fNIRS), internal state language, and play behaviours. This study explores whether doll play could be used as a method to promote social development in neurodiverse populations.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Jennifer Keating ¹ , Rhys Davies ² , Salim Hashmi ² , Ross Vanderwert ³ , Sarah Gerson ³				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Neurodiversity; Play, Dolls; Neuroscience; Development, Social; Development, Emotional				

5748	Array Of Play Diversity: Design And Evaluation Tool For Creating Young Children's Play Environments				
Abstract	Young children need a range of play opportunities close to their homes for holistic growth and development. For this, an easily accessible, rich, and diverse play environment is essential where children can perceive their environment in terms of the function it affords. Findings in this presentation are based on a Baseline Study of doctoral research on young children's play opportunities in high-rise housing developments in Pune, India. The Baseline Study included in-person field surveys at 63 housing developments where a 'Site Profile Exercise' was used to identify a range of elements that afforded young children's play. An evaluation of spaces at 63 high-rise housing developments led to the identification of additional play space variables such as toys from homes, parapet walls, paver blocks, semi-sheltered spaces and more. Data analysis led to the development of a design and evaluation tool – 'Array of Play Diversity' (APD) – a visual assessment chart of 40 Physical Elements and Surfaces (PEaS) grouped into eight Environmental Play Qualities (EPQ) affording children opportunities to engage in various play types. The APD is a guidance tool for design professionals to create rich and diverse play environments that are supportive of young children's holistic growth and development.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Sruthi Atmakur-Javdekar ¹				
Presenters, Domicile	India				
Presenters, Roles	Researcher; (i) Architect, landscape; (ii) Psychologist, environmental				
Presenters, Sectors	(Private practice, design professional)				
Source Material	Recent/current research (unpublished); Published research				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Children, Young; Diversity, Play; Affordances; India; Environments, Urban				

5761	IPA USA's Initiatives To Promote Play				
Abstract	Over the last three years, IPA USA has developed new initiatives to promote play. These initiatives have helped us grow our membership, find play advocates across the United States and World, elevated our presence on social media, provided professional development opportunities, and created free resources for members and non members. Participants will leave the session with tools for replicating the Porch Play Chat model, ideas on how to begin a mini-grant initiative, a template for how to organize a Town Hall, the format for our quarterly newsletter, and one recent example, access to our webmaster who created our amazing website, and the data on how our social media presence and recent conference has helped our outreach and engaged those who have not been members to join the organization. The session will present the data that demonstrates the success of these new initiatives in promoting play and growing membership.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Debra Lawrence ¹				
Presenters, Domicile	USA				
Presenters, Roles	Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Promoting; Advocates, Play				

5787	Is Playtime Over? Exploring Socio-Cultural Barriers And Enablers To Adult Play				
Abstract	Play is one of the primary occupations of children. While play might not be the primary occupation for most adults, it is a meaningful activity for some adults nonetheless. Occupational science scholars have described the core characteristics of adult play as revolving around autonomy, subjective experience, and process orientation (Blanche, 1998). For many adults, play begins to lose its prominence in their occupational repertoire as they age. Adults are both “pushed and pulled away from play” (Brown, 2009, p. 144) due to other roles, responsibilities, or socio-cultural norms and expectations that do not prioritize or respect play for adults. The purpose of this paper is to explore the socio-cultural barriers to play for adults in contemporary Western societies and the strategies employed by adults to enable play. This paper will explore how adult play is currently situated in a sociocultural context including norms, expectations, and temporal aspects, and how this might contribute to play barriers. The paper will conclude with a discussion of how some adults have navigated and challenged these barriers to engage in adult play which includes strategies around time use, permission to play, navigating embarrassment and stigma through play alibis, framing, and audience/ awareness management (Deterding, 2018).				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Karen McCarthy ¹ , Jeanne Jackson ² , Sarah Kantartzis ²				
Presenters, Domicile	Ireland, UK (Scotland) and USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Play, Adults; Barriers, Play; Stigma; Adults; Context, Sociocultural				

5793	Children's Play During The Pandemic In Urban Bangladesh				
Abstract	Children's play experiences have been significantly affected during the COVID-19 pandemic. The experiences varied across different socio-economic groups and school types, they also varied depending on gender, age group, and the context-urban or rural. The schools in Bangladesh remained closed for over 1.5 years starting from the 18th of March 2020. This paper investigates how children navigated their home environment and the surrounding spaces in urban areas of Bangladesh for play during the pandemic. In doing so we applied an ethnographic study of 20 families in Dhaka that included in-depth interviews with children, parents, and grandparents aided with photography and art-based methods. The study findings suggest huge inequalities in children's opportunities for play across different socio-economic groups. While children from comparatively well-off families continued learning online, they had negligible outdoor play experiences. Children from lower socio-economic backgrounds struggled to get any education, however many of them living in informal settlements had opportunities for outdoor play. Roof gardens have emerged as a new public space for children and female members of middle-income families living in apartment buildings. The study has implications for designing dense urban neighbourhoods for children's play.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Matluba Khan ¹ , Tom Smith ³ , Neil Harris ³ and Merideth Gattis ³				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished); Published research				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Pandemic; Dhaka; Space, Open; Environments, Cities; Garden, Roof				

5843	How Rewarding Is Risk? Play, Risk And The Development Of Core Competencies In Children's Museums				
Abstract	How important is risk-taking in play? What does it mean to encourage children to take - and assess - risks as they develop? In children's museums, children have opportunities for play that can help them develop decision-making and risk-assessment skills. We can learn from these environments, and create similar opportunities in other settings. To thrive in an ever-changing world, children develop the ability to adapt. Adapting successfully requires trying new things, preferably in a context where "failure" is survivable. The instinct to protect children from failure is strong, so adults often shield children from contexts perceived as risky. Yet this can limit children's opportunities to adapt, or to learn from bad decisions when stakes are low. Children's museums provide a unique environment where parents trust that children are safe, children encounter new challenges in a playful space, and adults and children alike learn how to react to mistakes or failures. This session will discuss ways in which children's risk-taking and risk-assessment relate to development of core competencies and resilience. Case studies from children's museums will illustrate how the shared mission of encouraging learning through play may also help children become better decision-makers, and thus face challenges with confidence.				
Format	Presentation				
Conference Themes			Play and Resilience	Play and the creation of environments	
Presenters, Names	Alissa Rupp ¹				
Presenters, Domicile	USA				
Presenters, Roles	(i)Architect; (ii) Designer, play environments				
Presenters, Sectors	(Private practice, design professional)				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Risky; Museums, Children's; Design, Children; Learning, Through play; Children, 0-10				

5866	Connecting To Nature, Developing Resilience And Experiencing Play Through A Therapeutic Nature Photography Program For Vulnerable Adolescents				
Abstract	Nature-based therapeutic interventions for vulnerable youth have demonstrated positive outcomes on a range of psychosocial and behavioral indicators in addition to serving as opportunities for outdoor play. Nature photography, however, is an understudied therapeutic modality whose impact on adolescents' relationship with nature, outdoor play and resilience is yet to be uncovered. This qualitative case study examines photographs and narratives (N=300) created by adolescents enrolled in a therapeutic nature photography program while undergoing residential psychological and behavioral health treatment in the Midwestern United States. Several coding schemes including values, emotion and gerund coding were utilized to evaluate the data for themes related to healing, identity development, connection to nature and resilience. Findings demonstrate that nature photography affords adolescents' the opportunity to reintegrate traumatic experiences, recognize their own resilience, and develop guiding philosophies for their future selves. These instances of personal growth and healing were facilitated by therapeutic nature photography's playful components of adventure, creative expression, and sensory connection with new realms, including underwater interactions with aquatic life. The results of this study serve as a starting point for future empirical research about nature photography's role in adolescent mental health treatment and to aid in the establishment of therapeutic nature photography programs.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Lily Mank ¹ , Natalie Dugan ³ , Yun Yi Amelie Thomas ³ , Kristi Lekies ³ , Ian Karl ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Adolescents / Teenagers / Youth; Photography; Resilience; Health, Mental; Play, Outdoor				

5877	How Can We Support More Equitable Access To Play Streets?				
Abstract	Coordinating a Play Street in communities who experience disadvantage requires significantly more resources and commitment from Local Government Authorities (LGAs) than coordinating a Play Street in a community who has higher connection, confidence, capacity, and commitment. Play Australia and La Trobe University's Centre for Sport and Social Impact (supported by Sport Australia) have developed a Play Street Advocacy Road Map with the ultimate aim to make it easier for LGAs to coordinate Play Streets in communities who experience disadvantage. To develop the Map, we used a concept mapping method where LGA staff brainstormed, sorted, and rated challenges they experience when coordinating a Play Street for communities who experience disadvantage. They identified 48 challenges and five Action Areas: 1. Demonstrate the value of play / 2. Establish local government readiness / 3. Grow sustainable resourcing / 4. Run targeted community development / 5. Foster community sustainably. LGAs perceive that overcoming the challenges is hard (mean rating 2.82/5 with 1=hard and 5=easy), and those challenges that are rated more important are rated as harder to overcome. Independently, LGAs and/or LGA staff, may not have the resources, knowledge, or platform to solve these harder challenges and therefore Play Australia can play a critical role in advocacy.				
Format	Poster				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Erica Randle ¹ , Kieran Brophy ³ , Julien Forbat ¹ , Robyn Monro Miller ¹ , Alex Donaldson ^{DK}				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Streets, Play Streets; Equity; Advocacy; Government, Local; Methods, Concept Mapping				

5893	Educational Hooks, Lines & Thinkers: Transforming Play Prioritisation In Schools				
Abstract	There has been limited empirical investigation into the segregation between schools prioritising learning via timetabled, classroom-based learning versus quality outdoor play. Teachers are often the gate-keepers to many of the decisions that impact upon children's engagement with quality play opportunities at school. The intention of the Transformation of Play Prioritisation in the Next Generation (TOPPING) study was to investigate teachers' perceptions of how outdoor play could be better valued and prioritised in schools. Teachers' perceptions (N=130) from across 25 different countries were collected using an online survey with several open-ended (e.g. essay style) questions to encourage in-depth interview-like responses. Data were analysed using a multi-level social-ecological model thematic analysis to broadly unpack and help inform towards a sustainable 'people-environment' solution. This presentation will share emerging teacher insights from the TOPPING study, including the limited play preparation focuses within both pre-service and in-service teacher training programs, perceived supervision and secondary school play solutions. Societal-level updates (e.g. new terminologies) were also proposed to help reduce the segregations from timetabled, classroom learning focuses. By uncovering the multiple social-ecological model insights into the value and prioritisation of play, this can help inform the potential, future guidance for teacher training, school and education sector decision-makers.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Brendon Hyndman ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher; Advocate; Policymaker				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Schools; Supervision; Recess/Breaktime/Playtime; Teachers; Training, Teacher				

5908	Play Street Outcomes: How Can We Make Them More Equitable And Sustainable?				
Abstract	A Play Street is a simple concept where neighbours restrict car access to their quiet residential street for 2-4 hours so they can use the space to connect and play. Neighbours report increased feelings of safety, connection, and play because of the Play Street and, although a Play Street can have a positive impact on connection and play for all types of communities, they are particularly impactful in improving the social connection and outdoor play in communities who experience disadvantage. Local Government Authorities (LGAs) are critical to coordinating a Play Street in Australia. They do so for many purposes including community development, civic pride, sport, recreation, and neighbourhood enjoyment. In 2019, Play Australia launched the 1000 Play Streets movement to support LGAs to coordinate Play Streets. Since then, our research (conducted in collaboration with La Trobe University's Centre for Sport and Social Impact) has found that a strategic approach is required to sustain longer-term Play Street outcomes. This should include targeted actions before Play Street delivery but most importantly it requires contact with the community after the Play Street is held. Our presentation will provide a guide of how LGAs can best support equitable and sustainable Play Street outcomes				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Erica Randle ¹ , Julien Forbat ¹ , Robyn Monro Miller ¹ , Kieran Brophy ³				
Presenters, Domicile	Australia and Switzerland				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Voluntary / Charitable; Academia				
Source Material	Practical, current; Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Streets, Play Streets; Play Australia; Equity; Sustainability; Government, Local				

5909	Staging: A Framework To Understand And Support Children's Gendered Performances And Negotiations During Play.				
Abstract	Staging is a new framework that uses the analogy of the theatre to understand the multiple and often complex influences on children's gendered performances and negotiations during play. Staging can be used by practioners, planners of play, toy designers, and more, to evaluate and reflect on habitual gendered assumptions and expectations, personal and team practice, the play environment and resources, and policies. This understanding can then be used to improve practice and play environments, and ultimately better support children's gendered performances and negotiations during play. The Staging framework was conceptualised during my PhD, which explored children's lived experiences of toys and gender, during which, children discussed many factors, other than gendered toys, that influenced their understanding of gender and what it meant to be a girl or boy. The study found that how children performed and negotiated gender during play was understood as contextual, complex and often contradictory. The Staging framework, based on Goffman's (1959) dramaturgical analysis, was developed as a tool for practitioners to understand the influences on, and better support children's gendered performances and negotiations during play. This workshop will introduce the Staging framework and how it could be used in practice.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Sarah Goldsmith ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Gendered; Equality, Gender; Staging; Methods, Dramaturgical analysis				

5980	Development Of A Postgraduate Programme On Play				
Abstract	On the academic year 22.23 the post-Graduate programme on “Play” started with a cohort of 16 students, composed of occupational therapy practitioners who range between 30 to 2 years of professional experience leading to an average of 13 years of clinical practice. Their working environment ranges within community, hospital and private practice settings. Nonetheless the programme planning and set up started in the academic year 21.22, being this then the 1st edition. Future editions are planned, with the mindset of continuing update, not only based on the previous experiences, users feedback (students and teachers) and also on the state-of-the-art on Play as well the innovation within educational practices. This programme was grounded in a blended learning format, with diversity in the geographical distribution of teachers, across the globe, as well as students, within Portugal. This Post-Graduate programme is organised in curricular units, which some can also be attended by other professionals of the education, health, and social arena, considering the evidence-based fact that the approach to the child and its occupation, specifically here Play, is a multidisciplinary matter. These curricular units range from Occupational Science to specific Play theory models and Parenthood. The learning outcomes topics include specialized clinical reasoning within the most updated evidence-based theoretical-practical knowledge on Play, the occupational and contextual domains that influence Play, the uniqueness and specificity of the Play Occupational Therapy approach, assessment instruments and intervention models and effective communication and interaction for the different interdisciplinary connection points regarding Play. Ultimately, this programme aims to approach Play within the child centered perspective, based on its preferences, needs and participation/engagement which directly relates to the stated on General comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31), which clearly and unequivocally mentions “Research evidence highlights that playing is also central to children’s spontaneous drive for development, and that it performs a significant role in the development of the brain, particularly in the early years.” Hence considering as stated also that “Play and recreation are essential to the health and well-being of children and promote the development of creativity, imagination, self-confidence, self-efficacy, as well as physical, social, cognitive and emotional strength and skills - They contribute to all aspects of learning” it is aimed that this programme contributes to the research and knowledge development within Occupational Therapy Service Provision.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Isabel Ferreira ^{DK} , Marta Figueiredo ^{DK}				
Presenters, Domicile	Portugal				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Education, Postgraduate training; Therapy, Occupational				

5991	Ninja Training Journey				
Abstract	Nowadays, children in Japan tend to play indoors, as it is difficult to have a safe environment where children have intergenerational interaction in the community. As playworker, I created a program in Central Tokyo called "Ninja Play" in 1990. Since then, an NGO has been spreading this event to several major cities in Japan for over 30 years, involving 250,000 people. In the beginning of "Ninja play", children are given an introduction: "Actually, there are still many ninjas in this town. They watch over the children secretly as normal townspeople, but today they appear as ninja masters and teach you." In this co-led training, children dress up as ninja trainees roaming the town to get training from the Ninja masters of such things as Japanese juggling and mineralogy. They are accompanied by adults, called "Shadow Ninja", who act as counsellors. Every year about 200 children attend this event in my area. Turning the entire area into a Ninja town, the connection between children and the area is strengthened with an understanding of children's play. The biggest outcome is the opportunity to discuss children-related activities and concerns with the community. This program makes children's outdoors-play safer and creates a more playful community.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights		Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Kazunori Miyasato (和則 宮里) ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Training. Ninja; Community; Roaming; Communication, Intergenerational				

6006	Pandemic Play Spaces: Resilience, Recovery, And Experimental Urban Solutions For Children				
Abstract	The impact of the COVID-19 pandemic on children has been severe and regionally disproportionate, inextricably affecting children's health and wellbeing. Recognising this, multiple cities internationally introduced temporary urban solutions for children to provide safe opportunities for play. There is a well-developed research literature on temporary urban uses of space in response to crises, however, very little is known about i) temporary uses of land, public spaces and infrastructure for children and play. Through comparative case studies, this paper explores four innovative interim urban uses for play that materialised during COVID-19 in Australia (Sydney), Europe (Milan, Paris) and the UK (Belfast). The analysis focuses the long-term impact of innovative child-friendly adaptations to emerge in cities during COVID-19 and the active participation of children in planning/designing post-pandemic urban futures for play. Findings emphasise how temporary solutions in response to a public health crisis may afford and invite children to be involved in placemaking in new and creative ways. However, they also highlight how projects for urban play are vulnerable to dislocation as crisis conditions abate and normalcy resumes. Ultimately, considerations of longer-term institutional agendas and creative governance arrangements are critical in unpacking the 'legacies' of pandemic play spaces.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights		Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Michael Martin ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Resilience; Children; Space, Temporary use; Crisis; Design, Urban				

6045	The Power Of Block Play: Building Secure Connections Between Nursery And Family- A Case Study				
Abstract	This case study will demonstrate that play is not trivial for children. On the contrary, it is the most important resource that enables children to develop, to learn and connect with the people around them and the broader world and their own thoughts (Louis & Powell, 2022). Our child and his family are supported by our caring and knowledgeable educators (Froebel Trust, 2021) since his arrival at the nursery in September 2021. Our Froebelian practice centres around the principles in particular that we recognise the uniqueness of each child's capacity and potential and children learn through self -activity and reflection. Block play has been the vehicle for the child to communicate his worries through the creation of play. Our child has been sensitively observed by the practitioners which allows them to get to know him better, in order to support him, and to gather information on how he best learns. In this study the child's lived experiences were communicated through his block play thus creating secure engaging experiences mixed with emotions and impulses that feed into his soul. Play for Froebel is "the highest expression of human development in childhood for it done alone is the free expression of what is in a child's soul" (Froebel Trust, 2021).				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Maria di Paolantonio ² , Mary Kate McGlone ¹ , Leanne Reid ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Manager/Supervisor				
Presenters, Sectors	Local Government				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Family; Practitioners, Sensitive; Emotions; Soul, Child's				

6049	Realising Scotland's Ambition For Outdoor Play In Early Childhood Education – Spaces, Experiences And Interactions				
Abstract	Scotland is setting out to implement and integrate children's rights into all parts of Scottish life, by bringing the UNCRC into domestic law. We will explore how incorporating the right to play in public service delivery, health and education, particularly in the early years, can improve children's right to optimum development. Inspiring Scotland's Thrive Outdoors team believe it is our shared responsibility to support and enable all of Scotland's children and young people to access our diverse open spaces for the purposes of playing, learning and fostering a connection to the environment. Founded by Inspiring Scotland, Willow Den offers fully outdoor nursery provision for children aged 3 years and not yet at primary school. Both related organisations are committed to the power of play. Play is the medium through which children explore, create and expand their knowledge and understanding of the world around them. Playing outdoors in the natural environment enables children to follow their curiosity and to develop their knowledge and skills across the entire early level curriculum. Research clearly and consistently identifies outdoor play as vital to children's development, health and wellbeing. Child-led play pedagogy is not laissez faire, it requires practitioners to be in tune with the play process. Through conversation, case studies and film, this session will explore what Scotland's practice guidance Realising the Ambition means "on-the-ground" using a pedagogy of play at a unique fully outdoor Early Learning and Childcare setting in a socially vulnerable area of North Edinburgh.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Mairi Ferris ¹ , Deborah Grant ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Manager/Supervisor; Advocate; (Funder)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Education, Early Childhood; Play, Outdoor; Play, Urban; Scotland; Childhood, Early years				

6055	Seriously, The Play's The Thing				
Abstract	I teach K-12 educators, college students, day-care providers, and Teaching Artists. I call upon my work at St. John's University, Borough of Manhattan Community College and my years with Dr. Maxine Greene at Lincoln Center Institute, Summer Institute for Teachers, National Educators Workshops, Brooklyn College and Hunter College, bringing Aesthetic Education into under-resourced schools and communities across the New York City metropolitan area. We will explore works of art through play, using inquiry, research, movement and imagination, creating poetry, visual arts and individual reflections. We will examine some of the obstacles facing students and educators that prevent healthy play and brainstorm solutions. My practice weaves in topics of social justice and approaches to teaching equitably. Because research shows children suffer from insufficient play in learning explorations, I approach play as serious business - all while having fun! Educators will consider constructed play situations through the arts where children learn about themselves and their peers, navigate emotional intelligence, use their voices and feel empowered. When teachers include this practice in their work it not only engages children in play but sets up learning topics and how to wonder, ask questions, solve problems, and collaborate critically and creatively with peers.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights				Play and Children's Entitlement to Optimum Development
Presenters, Names	Patricia Chilsen ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Art; Communities, Urban; Justice, Social; Equity				

6057	Chop Sticks & Newspaper Play Challenge !				
Abstract	How many PLAY can we make out of disposable chop sticks and news papers ? Let's get together and create a fun play as many as possible out of materials before being thrown into the bin. Disposable chopsticks and newspapers are accessible to everyone in Japan regardless of the economical background or play environment. So they are the perfect materials for every children and every situation. Also up-cycling these materials into fantastic play tells all the people the importance of sustainable living as well as importance of creating play by your own hands and idea. Why do not we get together, and create play with disposable chopsticks and news papers as many as possible, having fun together, and share all the ideas with everyone? Come on and join us and have a fun time!				
Format	Workshop				
Conference Themes			Play and Resilience	Play and the creation of environments	
Presenters, Names	Yusaku Nava Hagiwara ¹ , Hitoshi Shimamura ¹ , Hiromi Sakai ²				
Presenters, Domicile	Japan				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Local Government				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Creative; SDGs; Newspaper; Recycle				

6141	The National Study Of Playgrounds				
Abstract	The National Study of Playgrounds, funded through the National Institutes of Health, was conducted in the summer of 2021 using direct observation to collect play behavior, user demographic, and physical activity data on almost 33,000 people in 60 playgrounds in 10 major US cities to examine the influence of play design on playground use. We visited traditional and innovative playgrounds in high- and low-income neighborhoods in Boston, Chicago, Cincinnati, Denver, Houston, Los Angeles, Memphis, New York City, San Francisco, and Seattle for one week. We measured the use of all site elements and playground features, as well as the duration of stay, social behaviors and interactions, use of technology and loose parts, and intercept surveys of users regarding playground preferences, length of stay, distance to residence, and active transport versus car travel. We will report on differences in playground use by neighborhood socio-economic status to understand the interaction between playground design, socio-demographic factors, and their influence on moderate-vigorous physical activity. Using the findings from this study, the presenters will share recommendations for future playground designs that support high physical activity levels, encourage longer stays, and increase overall use for all ages.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Meghan Talarowski ¹ , Deborah Cohen ³				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Not-for-profit/Social Enterprise)				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Design, Play; Activity, Physical; Behaviour, Play; Active, Play				

6180	Exploring Progressive Pathways Towards Supporting Nature-Based Play For Connection And Environmental Resilience				
Abstract	A widely voiced criticism of modern lifestyles centres around the lack of opportunities for children to engage in nature-based play. This reduction in nature-based experiences is of significant concern to health and wellbeing, as well as psycho-social development. Moreover, research spanning decades draws attention to the value of spending time in nature for children's environmental values, skills, and resilience. The importance of parents/guardians for providing children with opportunities to engage with nature-based play, particularly during the pandemic, means that it is critical to explore questions around children's engagements with nature-based play through the perspectives and experiences of parents/guardians. Our paper, which is informed by interviews with parents/guardians of 7–9-year-olds living in both urban and rural locations in England, will concentrate on our work to co-develop an inclusive and creative toolkit which supports parents/guardians to foster children's nature connections and environmental resilience through play. The presentation will outline how our research findings and ongoing engagement with research participants influenced the creation of the toolkit. Through exploring how we co-developed the toolkit, we will further argue for the expansion of what is currently defined as nature-based play. The toolkit itself will be presented in both physical and digital form.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Rosamund Portus ¹ , Sadie Barnes ¹ , Sara-Jayne Williams ³				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Children, 7-9; Parents/Guardians; England, South-west; Play, Nature; Resilience				

6200	Supporting The Right Of Children And Young People To The Best Possible Health Through Stories And Health-Related Play				
Abstract	This workshop will give a taster session of using stories and play to support any child or young person with their right to the best possible health. The workshop will discuss exercising rights in relation to: information, participation, engagement, education, play and being respected with a particular focus on the UNCRC and the EACH Charter. More than just a chance to have fun, play is serious business when it comes to a child's health. Story play and health-related play can help children physically, mentally and emotionally and is crucial to their healthy development and happiness. Health-related play strategies are used to support children and young people in the understanding of their medical conditions and treatments, and to adopt life styles changes that are required to manage long-term conditions. One of the best ways for children to stay both physically and mentally healthy is through access to play experiences. Story play and health-related play can help children and young people: • Prepare for treatment. • Explore and express feelings/fears. • Develop practical skills. • Improve creative thinking. • Increase their knowledge and understanding. Play is also a tool that can be used to gain informed consent from children and young people. It can continue to be used as the child and young person's condition either improves or deteriorates, their cognition develops, they transition to adult services or to end of life. This workshop will look at story play and health-related play, discussing more about a child's right to play which is fundamental to their health and wellbeing. It will focus on putting the child at the centre and how, by using play, you can give children the right to be heard and understood and to express their feelings.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Amy Joss ¹ , Dagmar Kerr ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Health-related; Participation; Engagement; Charter, EACH; UNCRC				

6203	Risky Play: Global Developments In Research, Policy, Practice, And Advocacy				
Abstract	This session brings together 6 global thought leaders in risky play, in a panel discussion chaired by Tim Gill, author and chair of the UK Play Safety Forum. The session will outline the core concept of risky play, its relevance to the well-being and healthy development of children and young people of all ages, and how (and why) global interest in the topic has spread amongst scholars, policy makers, advocates and practitioners. It will focus on recent developments in issues including theoretical understandings, empirical research, industry standards, and advances in advocacy. Panel membership and focus: (i) Prof David Ball: New ISO standard, and related international industry standards: (ii) Prof Ellen Sandseter and Prof Helen Dodd: emerging research questions and findings: (iii) Harry Harbottle: Scottish government policy and regulations; (iv) Prof Mariana Brussoni: Practice and advocacy developments in Canada and emerging research. The session will foster lively, engaged debate between panel members, and - time allowing - questions and comments from the audience.				
Format	Panel				
Conference Themes			Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Tim Gill ¹ , Ellen Sandseter ¹ , David Ball ¹ , Mariana Brussoni ¹ , Helen Dodd ¹ , Harry Harbottle ¹				
Presenters, Domicile	UK (England); UK (Scotland); Norway; Canada				
Presenters, Roles	Advocate				
Presenters, Sectors	(Private practice, Consultants)				
Source Material	Practical, current; Practical, reflections on previous work; Recent/current research (unpublished); Published research; (Promoting play)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Risky; Industry; Safety, Play; Standards, Industry				

6221	Play And Learning Further Education				
Abstract	The aim is to examine the impact of a playful pedagogy at WCS on recruitment, retention and attainment. The childhood practice department understand the importance and the role of play for teaching and learning and want to investigate the approaches adopted and their impact throughout the college. Within childhood practice this approach starts at interview stage, to establish relationships and positive first experience at college. Throughout the college experience we use this approach to promote positive connections and critical thinking, leading to meaningful learning through an active learning environment. The study sets out to identify what evidence there is that these approaches have a positive impact on students learning and progression. A checklist of pedagogical approaches would be issued to staff to identify which play approaches are used within recruitment, learning and teaching. A questionnaire would be given to students to establish the impact on their learning and college experience. The conclusion will provide evidence, presented in poster format providing a visual representation of the extent of the impact that the approaches have on recruitment, retention and attainment. Sharing positive findings from this small study across the college may further promote playful pedagogy in other areas.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Isobel Lightbody ¹ , Joanne Donohoe ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Manager/Supervisor				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Impact; Pedagogy; Learning				

6280	Using Clay, Drama, and Storytelling to Strengthen Family Bonds: Practical Insights from "Building Bonds with Families through Art & 5 Family Culture Stories" Research				
Abstract	This workshop aims to provide participants with a hands-on learning experience on the use of Drama's ABC, Clay, and Storytelling, along with the results of the research entitled Building Bonds with Families through Art & 5 Family Culture Stories*. This research aims to describe the five family culture stories created during the Baby Paws event of FAMILIAS UNitED, where families expressed their ideas and feelings through clay, drama, and book-making to promote understanding and appreciation of family diversity. The research methodology involved document collection and analysis, and the preliminary findings indicate that each family had its unique approach to solving the drama problem posed by educators, reflecting their cultural values and practices. While all participants enjoyed working with clay, some preferred verbal expression of factual ideas, while others focused more on the emotional aspect. Some participants worked with family members, while others worked alone. Each graduate student had their individual approach to working with families, including note-taking, photography, asking questions, and having conversations. Art provided families with a unique, fun, and easy tool for self-expression. *Presented as a poster presentation at NAEYC/NAECTE Annual Conference in 2022 (Hatice Zeynep Inan, Socorro Garcia-Alvarado, Catherine O'Brien. Building Bonds with Families through Art and 5 Family Culture Stories. NAEYC/NAECTE Annual Conference, Washington DC).				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Catherine O'Brien ¹ , Hatice Zeynep Inan ³ , Socorro Garcia Alvarado ³				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Art; Family; Storytelling; Art; Resilience				

6316	Play Is The Way: Using Play And The Power Of Relationships To Promote Development In Children With Unique Individual Differences				
Abstract	Play of all kinds has a powerful effect on a child's developmental process. Some children are on less predictable developmental journeys and this presentation will explore ways in which adult play partners can tailor their interactions to support development in meaningful ways. This presentation will also dive into the importance of attuned interactions and the power of relationships in supporting an individuals optimal development. DIRFloortime is a methodology that is used to support individuals with a wide array of developmental differences and this presentation will highlight how this theoretical framework can be a helpful guide in supporting the developmental process unique to each player. It will highlight the importance of following a child's lead, supporting affective engagement, and ways to get curious about the experience of the child in order to promote a felt sense of safety which offers more availability to explore ones world with meaning and curiosity, fueling optimal development.				
Format	Presentation				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Gretchen Kamke ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Advocate; (i) Therapist, occupational; (ii) DIRFloortime Provider				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Processing, Sensory; Autism; Differences, Developmental; Relationships; Play, All-ages				

6337	Loose Parts Play				
Abstract	PEEK Play is a diverse and stimulating programme of outdoor play provision that is delivered in the heart of communities in Glasgow, using a Play Ranger model. At PEEK, we believe that children are the experts in play. Play Rangers act as a play champion for children, encouraging them to reclaim places and spaces in the community for play such as playgrounds, parks, streets, and open spaces. Children attending the outdoor play sessions are encouraged to try new things whilst exploring the local environment and building up resilience as this is something that has been affected by Covid-19. Play Rangers, also help children to use their imagination and creativity, contributing to their social, emotional, and physical development. All activities provided by PEEK are free of charge. And delivered where poverty is endemic, and aspirations are low. Through play, children, young people, and families are offered opportunities to discover and develop skills, increase confidence and self-esteem and improve their physical and emotional health and wellbeing. Vicky and Tony have over 10+ years of experience of working in some of the most disadvantaged communities within Scotland delivering play. They have seen first hand the transformation play can have on people's lives.				
Format	Play Break				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Anthony Stubbs ¹ , Vicky Fox ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Streets, Play Streets; Play, Loose Parts; Play, Child-Led; Play, Creative; Sensory				

6339	Merging The Environment As The Third Teacher And Universal Design To Support Children's Play				
Abstract	As co-authors of Universal Design Guidelines in Early Learning and Care Settings in Ireland (Ring et al. 2019; Grey et al. 2019), the authors propose that merging the concept of the "environment as the third teacher" (Edwards et al., 2012) with universal design (UD) can potentially lead to the creation of rich environments that stimulate and support children's play, while simultaneously enriching the teacher's competence in playful pedagogies. Drawing on recent research conducted by the authors, the possibility of re-assessing the perception of the environment as a reticent entity is explored. Environment is equated by the authors with physical, temporal and interactional dimensions (Pairman and Terreni 2001). The physical environment refers to how the organisation of physical space supports children's learning, the temporal environment considers how routines and predictability are embedded in the physical environment, while the interactional environment refers to the quality of pedagogical and social interactions the child experiences both from the teacher and other children. UD is described as "the design and composition of an environment so it can be accessed, understood and used to the greatest extent possible by all people, regardless of their age, size, ability or disability" (Ring et al. 2019, p. 4).				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Emer Ring ¹ , Lisha O'Sullivan ¹				
Presenters, Domicile	Ireland				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Environment; Learning, Environment; Pedagogies, Play				

6343	Promotion Of Children's Outdoor Play And Utilization Of Public Parks By Mobile Play (Play Car) In Japan				
Abstract	This study aims to promote "children playing outside" and "utilization of parks" in Japan, focusing on "mobile playground" operated by playworkers. Mobile play (Play Car) is the most effective way to promote outdoor play in the neighborhood of the degenerate Japanese society. It also aims to encourage the participation of local residents and promote intergenerational exchanges and community development. Moreover, it can help not only children but also adults and the elderly to create places in their communities. The purpose of this study is to investigate the effectiveness and problems of mobile play in Japan.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Noriko Kajiki ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Play, Mobile; Play, Play Car; Playgrounds, Adventure; Playworkers; Parks, Public				

6356	Playgrounds And Children's Health – A Scoping Review				
Abstract	The objective of this scoping review is to create a global, interdisciplinary overview of all research on the relation between playgrounds and children's health. Included studies examine the association between playground use and a positive health outcome (physical, mental or social). Playgrounds are defined as a place designed to facilitate play. The databases Scopus, Web of Science, SportDiscus, and PsycInfo were searched in May 2022 for studies published in English after January 2000. Covidence was used throughout the screening process. For all included studies, data on setting, study design, the role of the playground, population description and outcomes has been extracted. 66,279 studies were identified from the four databases. After duplicate removal, title and abstract of 42,108 studies were screened and 2,388 articles were included for full-text screening. After full-text screening, data from 253 studies, including 28 reviews, were extracted. The majority of studies took place in a school playground context and had a physical activity related outcome. There were several school-based studies with different physical health outcomes, and some that focused on social and mental health. A second large setting of studies was the playground of Early Childhood Education and Care (ECEC) centers. Studies on public playgrounds were scarce.				
Format	Presentation				
Conference Themes			Play and Resilience	Play and the creation of environments	
Presenters, Names	Jasper Schipperijn ¹ , Cathrine Damsbo ³ , Thea Toft Amholt ³ , Danielle Johansen ³ , Mette Toftager ³ , Charlotte Skau Pawlowski ³				
Presenters, Domicile	Denmark				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Methods, Scoping review; Play, Health benefits; Activity, Physical; Playgrounds; Children, All ages				

6361	The Happiness Journey				
Abstract	Mindfulness and stress-reduction are well selling ideas among adults in the modern busy world. But it's also children who suffer more and more from stress, performance pressure and a fast changing, crisis ridden world. With the Happiness Journey, we have translated psychological research results into a playful resilience and empowerment project for school children. The project aims to activate children's psychological resources and to teach them strategies for cultivating positive feelings and well-being. We explore questions such as: What does it take to be happy? Can happiness be learned? How can I take care of my own psychological well-being? With practical, appropriate activities and playful exercises we train children's ability to self-reflect on needs and resources, to practice healthy habits for the mind and to find a purpose in life. In the workshop, we will give an overview of the scientific background and the core ideas of the project and practically explore some of the activities that we have developed for the Happiness Journey.				
Format	Workshop				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Kati Landsiedel ¹				
Presenters, Domicile	Germany				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Resilience; Well-being, Psychological; Activation, Resource; Children, School-aged; Munich				

6393	Setting Up Play Services In The Heart Of Communities In East London				
Abstract	The presentation will focus on my experience of setting up and running Adventure playgrounds and Play Ranger services in an inner- city area of London, aiming to include the fullest diversity of children from local families. I will highlight the impact of the cost-of-living crisis on families, how we were able to respond to children's play needs during the global pandemic and detail the wide range of ways in which we support our children and families. I will focus on the process of setting up an adventure playground in Hackney, East London, and the outreach programme undertaken to build confidence with parents, carers and the local community so that they could become users of the playground and begin to take ownership of the space. I intend also, to make the case for inclusive play opportunities, as a benefit and strength for the playground, for other partners, (such as local schools, parents and carers) and the community. The presentation will conclude with an exploration of the benefits for inner-city children of open-access, inclusive play opportunities, so that with a risk-benefit assessment in place, children can truly explore and expand their world through play.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Kay Obrien ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Inclusion; Community; Play, Open Access; Play, Benefits				

6455	Empowering Resilience Through Play During The Pandemic Of 2020				
Abstract	In this presentation, I explore the extent to which the COVID-19 pandemic impacted children's opportunities for play, and their resilience as a result. First, I conducted a literature review, analyzing scholarly and non-scholarly sources. I focused on qualitative data (analyzing non-numerical data such as: text, video, and audio) in determining how children gain resilience through play, and how play impacts children's brain stimuli and development. Second, I conducted primary research, working with 12 children. This work is exploratory and I am reporting on research in development on order to gain a better understanding in how COVID-19 impacted the way that children learn and do things.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Nichole Hondros ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Researcher; Advocate; (Educator, Early childhood)				
Presenters, Sectors	(Education, nursery school/kindergarten)				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings; Not present, but showing pre-recorded video footage				
Covid-19 focus	Yes				
Keywords	COVID-19; Resilience; Play, All-ages; Development, Child; Empowerment				

6458	The Voice Of The Infant				
Abstract	As part of work to develop Infant Mental Health services and systems in Scotland, we embarked on a project to facilitate the voices of babies and young children in our work, in its appraisal and evaluation and in the design and development of our services. Our Best Practice Guidelines propose a Scottish model of Infant Participation. They provide guidance on facilitating infants' views and respecting their rights in encounters they have in statutory or third sector services, or in public spaces, such as shops, libraries or galleries. The Infant Pledge details what babies and young children should expect from adults. Play is a vital medium in which infants can be supported to express agency and realise their rights. We describe its use in practice by Art at the Start, a project which offers babies and very young children workshops with their grown-ups to express themselves through messy play with paint and other mediums. Sessions seek to support the development of early relationships and encourage babies' right to express themselves and have their views taken account of. This work will be discussed and illustrated through the use of video footage.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Anne McFadyen ¹ , Josephine Ross ¹ , Vicky Armstrong ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher; Advocate; Policymaker				
Presenters, Sectors	National Government; Academia; (Not-for-profit/Social Enterprise, Arts Centre)				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings; Not present, but showing pre-recorded video footage				
Covid-19 focus	No				
Keywords	Children, Babies; Children, Young; Voices, Children's; Participation				

6466	Playable Squares: Relationships Between Spatial Characteristics And Play Activities				
Abstract	As one of the indicators of the quality of space, play in public space can enable both the animation of space and the increase of social interaction. However, there is a gap in the literature on evaluating the relationships between play activities and the spatial characteristics of public spaces. This research is significant as it aims to provide design for playable spaces. Playable spaces intended to be created by studying play activities and the spatial characteristics can be helpful for urban designers. It can also bring the play, which everyone has the right to, to public life by creating playable spaces. Therefore, in this research, the answer to the questions of what are the relationships between spatial characteristics and play activities are sought. Two urban squares (The Centre and the Millennium) in Bristol were selected for the case study. Direct observation and photographing for data collection, behavioural mapping and urban mapping for data analysis were used as methods. Consequently, when looking at the relationships of play activities and spatial characteristics, no significant relationship was found in terms of morphological characteristics. However, it was concluded that the amount and diversity of physical elements increase diversity in play activities.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Aysenur Bas ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Adults; Spaces, Playable; Environments, Urban; Squares, Urban				

6478	The Gratosphere - Free Play And Loose Parts In Public Primary Schools In Gdańsk				
Abstract	The poster will focus on the results of research on the Gratosphere project. It is an educational solution, supported by the City Council, consisting of outdoor storage spaces for "loose parts." Children engage in unstructured outdoor play using the equipment. Researchers from the University of Gdańsk used qualitative research methods such as focus group interviews, observation, and Jacob Moreno's sociometric test to find the answers to the following questions: What significance do children place on free play and the Gratosphere? What play topics emerge during activity in the "Gratosphere"? Can children who have been excluded by their peers benefit from free play? The results show that while playing freely in the Gratosphere, students experience and learn through interaction with others. The Gratosphere becomes a space for developing social skills and a sense of autonomy. Children are active researchers who, outside the classroom, move from the role of taught to learners, individually or collectively discovering new solutions. In interaction, they are active, reflective, enthusiastic, with access to the experience of others and learning from it. Objects that children have never dealt with before and do not fully understand their purpose generate a different type of thinking than familiar objects.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Katarzyna Kmita-Zaniewska ¹				
Presenters, Domicile	Poland				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Free; Play, Loose Parts Theory; Methods, Qualitative; School, Primary; Poland				

6487	Playful Pause Through Movement, Breathing And Touch.				
Abstract	For 15 years With Kids have provided play therapy to vulnerable children up to 11 years old in Glasgow and Edinburgh. We are currently the largest provider of play therapy services in Scotland and deliver the only Scottish MSc in Play Therapy accredited by Queen Margaret University. As a children's mental health charity our work is underpinned by the UNCRC. The non directive model of play therapy supports a child's right to freedom of expression and share their ideas (Article 13), the right to relax and play (Article 31) and the right to have their views respected (Article 12). As play therapists our understanding of children and play has been developed by the children we work with. Children always show us a new way to emotionally regulate, to be present in the here and now and spontaneously share a moment of joy. We would like to offer delegates the opportunity to retreat from the busy conference day with a play break. Choose between the simple regulating experience of bubble breathing, rhythmic ball play or catching orbies (if you are unsure, these are water beads in water.) Maybe you will be inspired to try all three!				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Jeanne McLaughlin ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Therapy, Play; Emotions; Breathing, Bubble; Toys; Article 31				

6543	Play In The Higher Education Classroom				
Abstract	In order to promote play in childrens lives, we must provide time for play in higher education classrooms. In the United States, play in early childhood classrooms has disappeared with laws such as No Child Left Behind, Race to the Top, and High Stakes Testing. These laws and policies have influenced early childhood, primary, middle, and secondary classrooms to eliminate play and recess and focus only on the academic subjects. Students in the first two years of college have been victims of this lack of play. They have been inundated with the use of technology which has replaced hands on active learning. This session will focus on how a higher education classroom in a 2 yr Associate of Education classroom in Early Childhood is reintroducing play into the course and providing students with playful opportunities that help them grasp the course competencies. Attend this session for hands on playful experiences that help college students see the value of play.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Debra Lawrence ¹				
Presenters, Domicile	USA				
Presenters, Roles	(Educator, Associate Professor of Early Childhood Education)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Education, Higher				

6550	Adaptive Behaviours: How It Might Not Be Possible To Do Playwork On An Adventure Playground				
Abstract	Working on an adventure playground has always been billed as the epitomy of playwork practice. The place where the perfect playworker works. But all is not as it seems. Playworkers on adventure playgrounds have to be really reflecting on their practice as the pressures of the world make it difficult to undertake the fullest of playwork practice until other needs and rights are met. This is a reflective conversation between two playworkers, one young and one old, about their experience on an adventure playground in one of the most deprived wards in the England. Participants are encouraged to ask questions and to reflect on what is being said.				
Format	Workshop				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			
Presenters, Names	Meynell Walter ¹ , Tilia Guilbaud-Walter ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playwork; Playgrounds, Adventure; Rights; Needs				

6552	Play Is As Important As Nutrition, Oxygen And Love.				
Abstract	This presentation explores ways of delivering play experiences for children in London's public spaces. Using Playwork theory and practice we design and deliver experiences which enable children to create their own play worlds together and work with families to help them observe and support the playing of the children in their family and kinship groups, to advocate more broadly for the Rights of Every Child to Play. We try to be as strategically effective in our work as possible. Our work attracts the attention of the creative communities. This enables discussions about play as the root of creativity and culture of the importance of the enhanced moments of childhood and the legacy of playhoods into adult life. We will tell the stories of the play that we facilitate and observe, about some of the ways this work has rolled out to new audiences. We want to share with you the beauty and power of play we see. Assemble Play is a part of Assemble, a multi disciplinary collective working across architecture, design and art. The title of the presentation is a quotation from Bob Hughes.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Penny Wilson ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	(Collective)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playwork; Play, Loose Parts; Environments, Cities; Literacy, Play				

6575	Play SPACE: Supporting Play For Autistic Children Everywhere				
Abstract	General Comment no. 17 identified that children with disabilities are one group particularly at risk of play deprivation, and need help to address their rights to play for participation, inclusion, and optimum development. Middletown Centre for Autism is one organization that takes this right to play seriously when addressing the needs of autistic children and families.“ In 2021, funding was provided by the Department of Education in Northern Ireland to produce a comprehensive resource that would support the provision of outdoor play for autistic children at home, school and in the community. Autistic children develop differently to others and research shows that they are happier and healthier when given the freedom to engage in physical activity, stimulate their senses, and connect with nature through outdoor play. Yet to date, few studies have explored the play styles and needs of this community. This paper presents some play projects completed in an Irish context with the autistic community, Middletown Centre, and Occupational Therapy play researchers in University College Cork, to further our knowledge of the autistic world of play. The presentation will explore play needs and solutions in different settings, that address Supporting Play for Autistic Children Everywhere [SPACE].				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Helen Lynch ¹ , Catherine Latimer ^{DK}				
Presenters, Domicile	Ireland and UK (Northern Ireland)				
Presenters, Roles	Researcher; Advocate; Policymaker				
Presenters, Sectors	Voluntary / Charitable; Academia				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Spaces, Play; Ireland; Autism				

6600	How A Playfilled Childhood Can Impact On Health, Learning, And Wellbeing Milestones.				
Abstract	The 50 Things to Do initiatives are based on the simple notion that access to fun, low or no-cost playful experiences with family, indoors and outdoors, is a great way to support children's development. Activities are designed to give children exciting life experiences, developing confidence and a passion for learning new things. 50 Things to Do Before You're Five helps parents develop their home learning environment so that far more children thrive by the time they enter a reception class. As a result, more children develop the skills, language and resilience needed in school and beyond. Using the same, low or no cost approach, 50 Things to Do Primary is designed to enable children aged 5 to 11 to become increasingly independent in their own decision-making. This presentation will share the positive impact that the initiative has had so far, examine the challenges faced, consider how both 50 Things offers support post-COVID recovery and how the teams working with 50 Things across the British Isles have focused their work in their engagement with children, families and other professionals				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Rebecca Oberg ¹ , Andrea Layzell ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Manager/Supervisor; Advocate				
Presenters, Sectors	(Not-for-profit/Social Enterprise)				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Childhood; Development, Child; Mobility, Social; COVID-19				

6602	How Do Middle-Class Families Manage Young Children's Play? An Insight Into Play Values, Attitudes, And Environmental Preferences Of Caregivers Living In High-Rise Housing Developments In Pune, India				
Abstract	While developers, architects and landscape architects influence the design of designated and undesignated play areas in high-rise housing developments, caregivers are equally responsible for providing children access to these spaces and other play opportunities outside their homes. This presentation provides insight into play values and beliefs of urban middle-class families in India and describes the ways in which parents, grandparents and domestic help manage young children's play in and around high-rise housing developments. 36 caregivers – 27 parents, five grandparents and four nannies – from 33 families living across seven heterogeneous housing developments participated in semi-structured open-ended interviews and documented daily rhythms of their children. Themes such as parental surveillance, spatial location of play areas, size and number of designated play areas, academic pressures, organized sports and games, enrichment activities, and a range of personal play values were inductively generated to produce a larger narrative around 'middle-class childhoods'. This presentation (a) emphasizes the need to raise awareness amongst caregivers about the value of young children's play, (b) presents a case to improve existing play opportunities that are being offered to young children, and (c) contributes to the global narrative of 'middle-class childhoods' from the lens of young children's play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Sruthi Atmakur-Javdekar ¹				
Presenters, Domicile	India				
Presenters, Roles	Researcher; (i) Architect, landscape; (ii) Psychologist, environmental				
Presenters, Sectors	Private practice, design professional)				
Source Material	Recent/current research (unpublished); Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Children, Young; Childhoods, Middle-class; Housing, High-rise; Values, Play				

6665	Recess By Design, Not By Chance				
Abstract	Research has repeatedly demonstrated that recess is the ideal playful opportunity that supports a child's physical, social, emotional and cognitive growth and development. Yet it is a severely underutilized, undervalued and underdeveloped time on the school timetable. A successful recess built with intentional and purposeful planning allows children to return to the classroom refreshed and ready to learn without any lingering adverse effects. Many play-deprived, post-COVID children lack the social and emotional coping mechanisms required for authentic, unstructured play during recess. Adding to the struggle to build a quality recess are teachers who feel overworked and overwhelmed. The solution is not to try to conform children to work within an antiquated recess model, yet, to modify the recess model to the needs of the children. The Recess Architect program is the solution to rebuild recess. This presentation will take participants through the various strategies and steps to create a quality recess experience for the whole school. We will discuss how to build a recess team, delve into engaged, active supervision and consider what a peer student leadership program could include to support whole-child healthy development.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Lynn Campanella ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Recess/Breaktime/Playtime; Playful; Voices, Children's; Learning, Social; Learning, Emotional				

6667	INCLUSION AND DIVERSITY: THE PLAYFUL IN THE SCHOOL CONTEXT				
Abstract	This study aimed at to develop a university extension project to enable students of the undergraduate course Chemistry Degree and Teacher Training (High School) with theoretical and practical knowledge for pedagogical work through games with children in Elementary School early grades who have learning difficulties and/or diagnosis of deafness. The project was carried out at the Federal Technological University of Paraná – UTFPR, Medianeira campus, Brazil. For that, activities were developed with voluntary Chemistry degree students who, supervised by the teachers responsible for the project, developed playful workshops with Teacher Training Course students, from the public school system. These playful workshops used pedagogical games that could be used with students in the early grades. The games used were 4 Colors Domino, Traverse, Memobox, Three-dimensional Tic-tac-toe Game, Memory Game in English, X-Ray. Some games were developed in Brazilian Sign Language (LIBRAS): Trail in Libras, Word Search, Animal Games, Mathematical Operations and Domino. The results showed that the games used during the workshops were well accepted by the Teacher Training course students and that they also considered it feasible to make as well to use them in classes with students who have learning difficulties and/or or deaf students.				
Format	Poster				
Conference Themes	Play and the realisation of other rights				Play and Children's Entitlement to Optimum Development
Presenters, Names	Shiderlene Vieira de Almeida ¹ , Dayse Grassi Bernardon ³ , Joice Maria Maltauro Juliano ¹ , Claudimara Cassoli Bortoloto ¹				
Presenters, Domicile	Brazil				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Games; Inclusion, School; Difficulties, Learning; Disabilities, Deafness				

6680	The Effect COVID Has Had On The Wants And Needs Of Children In Terms Of Play				
Abstract	Play is central to children’s physical and social development. This study examines changes in children’s response to questions on play opportunities between 2016 and 2021. Primary school children aged 8–11 in Wales participated in the HAPPEN survey between 2016 and 2021. The survey captures a range of information about children’s health and wellbeing, including open-ended questions about what could make them happier. Text mining methods were used to examine how open-ended responses have changed over time in relation to play, before and, after the COVID enforced school closures. A total of 20,488 participant responses were analysed, 14,200 pre-school closures (2016 to pre-March 2020) and 6248 after initial school closures (September 2020–December 2021). Five themes were identified based on children’s open-ended responses; (a) space to play (35%), (b) their recommendations on play (31%), (c) having permission to play (20%), (d) their feelings on health and wellbeing and play (10%) and (e) having time to play (4%). Despite differences due to mitigation measures, the predominant recommendation from children after COVID is that they would like more space to play (outside homes, including gardens), more time with friends and protected time to play with friends in school and at home.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Dr Michaela James ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	COVID-19; Health; Wellbeing; Children				

6738	Nature-Based Preschools In The US: Results Of A New National Survey				
Abstract	Nature-based preschools (play-based schools where young children spend much of the school day outdoors with a nature-focused curriculum, also known as outdoor preschools, forest kindergartens, or place-based schools) are growing rapidly in the United States. The Natural Start Alliance, a project of the North American Association for Environmental Education (NAAEE), has been tracking the growth of the field for nearly a decade and recently completed a new national survey of the sector. This session will provide an overview of this new research into the growth of nature preschools in the US; characteristics of children and educators in these programs; rates at which children with disabilities are accommodated in programs; patterns around licensing; how the COVID-19 pandemic has affected programs, and much more. The session will also provide examples of the variety of program types and approaches now available across the US.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Christy Merrick ¹ , Emily Van Laan ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Nature; Schools, Forest Kindergarten; Children, Pre-school				

6745	Playing 'A La Carte' In An Open System To Play				
Abstract	For the VDS, “playing” is not the same as “playing at a playground”. For the latter, there is a concrete idea of how this “playing at a playground” should be organised. The playing system that, within a vacation context, offers the best playing possibilities in our view is a strong 'open system of playing'. The concept is based on choice and variation. This starting point determines the playground duty for us: creating a playing environment with as many playing chances and possibilities, giving every child the playing chances it wants. VDS strives to enlarge playing possibilities and use them better making sure every child finds its “thing” at any time of day on the playground. Hence the fact that young people are involved and have responsibilities on their playground, the power of youth work is in full effect; the animators offer varied activities and children can play as much and as long as they want. Children make their own playing menu and enjoy a true holiday. In this presentation, we will engage with participants in an interactive way to teach them different playing systems. What are the varieties, how to move towards more diversity and choice in each playing system and how do you implement the playing systems in your organisation? We introduce them to different roles of playworkers. We teach them several techniques to prepare activities. We will show a wide range of examples of Flemish playing systems throughout the presentation				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Tine Bergiers ¹ , Ruben Aneca ¹ , Phaedra Van Driessche ¹ ,				
Presenters, Domicile	Belgium				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Systems, Play; Playgrounds; Youthwork; Holiday; Play, Free				

6748	Children's Right To Participate When Designing A Playful Community				
Abstract	During 2018-2020, the Playable Space Project, co-organised by Playright and UNICEF HK, recruited 18 children aged 8-12 as Junior Playground Planners to developed play ideas for their community. Their designs including the staircase slide and treehouse, were later showcased at the Hong Kong Biennale of Urbanism\Architecture 2022, and adopted for the landscape deck of the sewage pumping station at their community. This bottom-up model of child participation came to challenge when the Hong Kong government launched a 5-year initiative to re-design more than 170 playgrounds in Hong Kong. When time is limited, how do we involve children in a meaningful way? How do we make a difference? In response to the government's endeavour in engaging children, Playright collaborated with schools, design studios and community partners in The Community Engagement and Empowerment for Play Space Transformation Project in 2022, to ponder how the roles of adults and mobilization of community's resources can drive children's participation and make their contribution matter.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	Ernest Poon ¹ , Angela Wong ³				
Presenters, Domicile	Hong Kong				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Hong Kong; Children, 6-12; Design, Playgrounds; Participation, Child; Engagement, Public				

6752	Changes In Children's Play Status Before And After Covid-19 -Current Situation In Rural Cities In Japan-				
Abstract	The play environment for children in Japan has been affected by rapid urbanization and over-education of children, and this environment continues to deteriorate today due to the decrease in "space," "time," and "friends" for play. Furthermore, in Japan, the restriction of children's behavior due to "Covid-19" has become a problem. Children were restricted in their behavior and forced to cut off their relationships with others. As a result, the play situation of Japanese children changed drastically before and after "Covid-19. This study aims to identify changes in the play situation of elementary school children living in a rural city in Japan by comparing 2017, before Covid-19, and 2022, after Covid-19. We conducted a survey of approximately 600 elementary school students in the same school district before and after the Covid-19 outbreak to determine their attitudes toward play and Covid-19. The results confirmed an increase in media use among elementary school students. The survey also revealed that after-school study time has decreased, resulting in an increase in play time. It is inferred that this is related to the trend of media dependence.				
Format	Poster				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Tomoko Awahara ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	COVID-19; Children, School-aged; Methods, Pre- and Post- Comparison				

6777	Running The Risk: The Social, Behavioural And Environmental Associations With Positive Risk In Children's Outdoor Play Activities In Natural Playspaces				
Abstract	The importance of positive risk opportunities in children's play environments has been well-established. Risk experienced through the vehicle of play allows children to examine their own capabilities and limits under safer, lower consequence conditions. Opportunities for risky play in outdoor settings has been tied to features available in the physical environment ; the varied materials and landforms present in more naturalized play spaces may especially encourage risky play. Scholarship has emerged which examines risky play in natural outdoor environments, but few studies tie risk to particular behavioural, social or environmental conditions. This presentation examines these associations with risky play in outdoor playspaces in both Santa Barbara (USA) and Vancouver (Canada) using a comparable observational behaviour mapping framework. We'll begin with profiles of the range and degree of risky play observed, followed by deeper examinations of the characteristics and conditions of 'positive risk' behaviours, including associations with peer interaction and outdoor play type. Associations with environmental features such as play setting or area, loose parts, and topography are also examined. We'll conclude by highlighting patterns in conditions and features which may promote positive risk behaviours, and implications for integrating positive risk opportunities into outdoor playspace design.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Janet Loebach ¹ , Adina Cox ² , Rachel Ramsden ¹ , Mariana Brussoni ²				
Presenters, Domicile	Canada and USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Risky; Play, Outdoor; Playspace, Natural; Children, 3-17; Methods, Behavioural Mapping				

6791	What Do We Talk About When We Talk About Leisure?				
Abstract	Just like the right to play and leisure, children also have the right to form their own opinions and to be heard. In the ongoing research project, we focus on the meaning of leisure for young people (age: 15-17) in vocational education, which is considered the least prestigious educational track in Belgium. In order to avoid the eternal debate between organised and unorganised leisure, we want to approach leisure in the broadest sense of the word, without deviating from a predetermined definition or setting. During the fieldwork we have concentrated on the conceptualisation of leisure time and the nexus with its relational and spatial dimensions. With regard to the latter, we pay attention to the private, public and virtual environments that are vital to the leisure experience of young people. A lifeworld orientation allows us to understand the position of leisure in relation to the other life domains of young people. Special attention is paid to the blurring boundaries between these domains. Moreover, this approach leaves room to investigate the impact of Covid on their (leisure) life. Preliminary findings of the Participatory Action Research will be presented and implications for children's rights, practice and policy will be discussed.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Saan Van Elsen ¹				
Presenters, Domicile	Belgium				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Leisure, Meaning; Vulnerability; Play, Conceptualisation; Playspace; Relations				

6839	The Paradox Of Play: A Transjective Realm Of Possibility And Suppressive Ideologies				
Abstract	When children engage in play, they enter into a realm-of-possibility. However, when play embodies gender discourses, it may constrain possibility through reinforcing suppressive ideologies (Blaise, 2005). This is the paradox of play; just as it may empower children to creatively challenge suppressive discourses, it has the potential to reinforce them (MacNaughton, 2005). I intend to elucidate the process by which children's creative experiences with(in) play serve as building blocks and barriers to self-actualization. This dialogical session draws on data from an ethnography observing how children ages 3-12 at a playschool in Ireland, challenge or reinforce gender discourses in play. Data was collected through participant observation and grounded in the philosophy of organism, positioning play experiences as relational processes by which children move towards self-actualization (Whitehead, 1928/78). It is this lens of relationality which acknowledges that children create, just as they are created by, the world in which they exist (Whitehead, 1928/78). This will be illustrated using Whitehead's (1928/78) concept of <i>concrecence</i>, specifically its phase of <i>the ingression of pure potentials</i>, in which the opportunity for agency with(in) subjective experience occurs. The intention of this session is to: (1) reframe play deprivation as a transjective type, in which children unconsciously take part in their own deprivation by communicating and reinforcing gender-discourse; and (2) discuss an observed <i>event</i> in which a child challenged social discourses of gender through imaginative dialogue centered in online-gaming character development and comic book world-building. Questions: 1. Do children have the capacity to participate in their own deprivation? 2. Does this reframing require that we stretch our concept of space when analyzing play?				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				Play and Children's Entitlement to Optimum Development
Presenters, Names	Allison Mula ¹ , Jeanne Jackson ² , Sarah Kantartzis ²				
Presenters, Domicile	UK (Scotland), Ireland				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Gender; Science, Occupational; Philosophy, Organism; Whitehead, Alfred North; Philosophy, Process				

6847	Introducing ART/ PLAY /RISK				
Abstract	ART/PLAY/RISK is an interdisciplinary project providing new creative and scholarly research into public art's role in the design and planning of intergenerational future-cities. Positioning play as a vital tool for learning, social interaction and public engagement, our research explores the potential of public art to contribute to broadened and diversified opportunities for play in the public sphere. With a specific concentration on questions related to 'risk', ART/PLAY/RISK combines scholarly, artistic and interdisciplinary research to develop collaborative approaches to designing child-friendly cities. This poster will present some key historical and contemporary examples that inform our research of playable sculpture in the urban realm, selecting five sculptural projects that encourage risky-play: Mike Hewson's 'Rocks on Wheels' (ii) Sanné Mestrom's 'Weeping Women' (iii) Isamu Nogouchi's 'Play Mountain' (iv) Egon Möller-Nielsen's 'Tufsen' (v) Niki de Saint Phalle's 'Le dragon de Knokke (The Dragon of Knokke)'. ART/PLAY/RISK is a four-year project funded by the Australian Research Council and supported by the University of Sydney. This poster will introduce our project to international audiences, sparking new opportunities for interdisciplinary collaboration and research.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Sanné Mestrom ¹ , Nadia Odum ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher; Advocate; (Artist)				
Presenters, Sectors	(Private practice, public art)				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Risky; Playgrounds; Play, History; Art				

6869	Social Inclusion At Playgrounds By Focusing On Its Architecture				
Abstract	School playgrounds are the place where children meet their peers, make friends or have arguments, in other words, develop their social and emotional skills. Yet, not all playgrounds give these kinds of opportunities to all children, thus creating social exclusion or inequality between them. Anti-bully programs become thus ineffective if the actual space in which children are asked to spend their leisure time and develop their free play is inappropriate. In this presentation we will focus on how simple changes in the physical environment can affect children's social behavior and play; and how new sensor data can help us to understand better how social networks at playgrounds can be understood and moved towards better social inclusion and equity, based on children's individual needs and capacities. Outcomes will be presented based on 1. Focus groups consisting of autistic students discussing how they experience the school environment and what changes they would appreciate; 2. Playground studies in different schools, taking into account the different playground affordances, related to children's individual differences in effectivities.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Carolien Rieffe ¹ , Maedeh Nasri ² , Yung-Ting Tsou ² , Alexander Koutamanis ³ , Mitra Baratchi ³ , Dennis Reidsma ³ , Els Blijd ³				
Presenters, Domicile	Netherlands				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Childcare, School-aged; Networks, Social; Autism; Differences, Individual				

6877	Tig Among The Hashtags: Reflections On Using Tweets To Help Investigate Children's Chasing Games During The Coronavirus Pandemic				
Abstract	Among the earliest pandemic-referenced forms of children's play that emerged in 2020 were coronavirus chasing games. Reports of this play appeared in the press and on social media, including tweets by parents, teachers, playworkers, researchers and many others – indeed, quite possibly by some IPA conference attendees themselves. Children's own accounts and further reports by adults also came to be recorded in some of the pandemic research projects involving children and families. Unable to visit schools to undertake fieldwork, I gathered as many accounts as possible to understand more about the nature of these chasing games, why children had taken to them, how they had developed and the ways in which they were experienced by the players. The tweets were by far the largest portion of the evidence and I found myself grappling with the nature of the data they contained, the ethics of drawing on them in my research, and the dilemma of if and how to preserve them. In this presentation, I share some of my findings about pandemic chase games and reflect on the pros and cons of using Twitter as a source of evidence for children's play.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Julia Bishop ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Games, Chasing; Pandemic; Children, 6-11; Global North; Twitter				

6907	Hospital Italiano Playroom: Children'S Experiences Through Play In Pediatric Hospitalization"				
Abstract	This presentation is about the work we do in the "Sala de Juego Terapéutica", a device that had its beginnings in the 70s in the Pediatric hospitalization of the Italian Hospital of Buenos Aires. Within it, children and adolescents who go through a hospitalization, connect with play, words and other emotional resources that help them through their stay in the hospital, accompanied by a team of professionals. This is an exchange between Mental Health and Pediatrics and it is proposed that it can be enriching for educational psychologists, psychologists, psychiatrists, pediatricians, nurses, hospital teachers and for all those interested in the comprehensive view of childhood and adolescence.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Ana Igazábal Nille ¹ , María Elena Aguirre ³ , Agustina Rolón Matínez ³ , Antonella Robillota ³				
Presenters, Domicile	Argentina				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	(Health, hospital)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	"Sala de Juego Terapéutica"; Hospital, Paediatric; Children; Psychologists				

6913	Loose Parts In Outdoor Environments - Do They Effect The Way Children With Autistic Spectrum Disorder Play?				
Abstract	This study considers the impact of the introduction of loose objects into an outdoor environment on the play of a child with Autism Spectrum Disorder. Of particular interest are the length of engagement in play, use of play equipment, variety and type of activities (eg social and pretend play), and impact on physical activity. Findings from this investigation will help guide revision of existing therapeutic and educational programs for children with Autism Spectrum Disorder as well as further research in this area. Over the course of 20 weeks, we will closely observe a child with Autism Spectrum Disorder following a single case study ABA design. We will measure the child's play pre and post using the Test of Playfulness (ToP) scale and in each arm of the ABA design using the Tool for Observing Play Outdoors (TOPO). This investigation uses a single case study ABA design with a pre-post measure. Phase A will be the control phase where the child will play in their regular playground, Phase B will include the introduction of loose parts to the playground, and the final Phase A will involve the return to usual play situation.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Madeline Avci ² , Kaitlyn Goodwin ¹				
Presenters, Domicile	Australia				
Presenters, Roles	(Therapist, occupational)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Autism; Play, Loose Parts; Play, Outdoors; Methods, Test of Playfulness; Methods, Tool for Observing Outdoor Play				

6918	Unstructured Loose Parts Play In An Australian Primary School As Part Of The Curriculum.				
Abstract	Despite the many benefits of play, play within primary school is often reduced to lunch breaks, particularly as children move to higher grades. Loose parts play affords children opportunities to develop imagination and 21st century skills (collaboration, communication, creativity and critical thinking). As part of a larger project, 22 Year 4 children in an Australian primary school engaged in one hour of unstructured loose parts play during class time for eight weeks using a NudelKart. Children were asked to rate their creativity in Weeks 1, 4 and 8 and to complete a written survey at the end of the project. The teacher was interviewed after each play session. The children overwhelmingly enjoyed the sessions, reported increased creativity in addition to enjoying and learning about building and making things with friends. Poor collaborative skills were considered the worst aspects of the play sessions. Teacher interviews revealed increased complexity of the children's play over time, increased creativity when constraints to using the NudelKart were introduced and increased opportunities for all children to engage and be successful. These findings suggest that loose parts play can be embedded within primary schools easily and generate positive children's outcomes that align with curriculum mandates.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			
Presenters, Names	Kym Simoncini ¹ , Katy Meeuwissen ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Children, Primary School; Play, Free				

6935	The Tool For Observing Play Outdoors (TOPO): A New Typology And Tool For Capturing And Examining Children's Outdoor Play Behaviors And Environments				
Abstract	Research has demonstrated the many benefits children derive from outdoor free play opportunities. 'Play type' scales or typologies which allow researchers to capture and categorize the different types of play afforded by an environment can increase our understanding of how settings and their features support diverse and stimulating outdoor play. Most play types scales available, however, have been developed for observations of indoor behaviors and do not effectively describe the full and nuanced range of outdoor play activities. This presentation outlines the Tool for Observing Play Outdoors (TOPO), a typology of outdoor play and systematic field observation protocol (Loebach & Cox, 2020) which can be used to effectively characterize children's behaviors in outdoor playspaces, as well as evaluate the play environment itself. Following an outline of the typology, the utility of the TOPO will be demonstrated through illustrative analyses from observational behavior mapping studies in a large natural playspace. Project examples will demonstrate how the TOPO tool and observational protocol can effectively capture the full range of children's outdoor play behaviors as well as highlight the features of outdoor play environments which are supportive of diverse play types for children of varying ages.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Janet Loebach ¹ , Adina Cox ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor; Play Types, Outdoor; Playspace, Outdoor; Environments, Play; Methods, Behavioural Mapping				

7026	The Toy Promotes The Evolution Of The Personality				
Abstract	We develop our work with children and adolescents, with the same characteristics of being submitted to a psychotherapeutic process. With them we can observe directly and provide therapeutic space. "Children are corporeal", therefore, they are not so imprisoned in their armors like the adults, and they express themselves. Every live being has an energetic charge which has a pulsating circulation and its own metabolism. In neurosis, the libidinal flow is blocked and in order to reach it we need the process of metabolism, which mobilizes the vegetative system. The toy is one of the technical resources that facilitate the therapist's getting into the children's world without interrupting his energetic circuit. This work focus on the body tension of a child as she plays with a toy. Identifying the type of energy from each toy, starting with the assumption of what it represents in relation to the objects of the child, and where the conflicts are originated. Our scientific aim is to compare those basic ideas detected according to the characteristics of the toy, according to the phase of psychic evolution in order to make an operative proposal. Our aim is to structure and reorganize defense mechanisms essential to an adequate development, so that the child can use his or her affective potential.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Brasilda Rocha ¹				
Presenters, Domicile	Brazil				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Toys; Personality; Development, Child				

7077	Supporting Health Equity And Environmental Resilience Through Green Playgrounds				
Abstract	Racial disparities in access to play, recreation, and outdoor space mean that many children of color are denied critical opportunities to grow and thrive. Time in nature significantly improves all aspects of child development – physical, cognitive, social and emotional. Yet today children spend only half as much time playing outside as their parents' generation. In partnership with national, regional, and local partners, KABOOM! is leading an ambitious effort to improve health and wellbeing outcomes of children by building environmentally resilient playspaces that incorporate unique, sustainable design features. In this panel, the play experts at KABOOM! will share actionable lessons from playspace projects in Texas, San Francisco, and elsewhere that aim to address persistent racial inequities in childhood health and environmental resiliency using responsive design, deep community engagement, and creative partnerships.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Jen De Melo ¹ , Kevin Paul ³				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Sustainability; Justice, Racial; Resilience; Play, Nature; Playgrounds				

7106	Pretend Play And Emotional Development In Childhood				
Abstract	Pretend play may be associated with emotional development in childhood by allowing children to express their emotions and practise emotional regulation in a safe environment (Rao & Gibson, 2019). Evidence exists for the protective effects of pretend play, in predicting fewer emotional problems later (Zhao & Gibson, 2022). However, the role of pretend play is not well understood for children with emerging mental health problems. We investigated pretend play in a sample of 4-7-year-old children who were identified as high-risk for developing mental health problems, having been referred to the Cardiff University Neurodevelopment Assessment Unit. We conducted observational coding of children's enacting, storytelling, negotiating and organising as they played freely with a Playmobil Zoo set with a parent. We used the emotional subscale of the Strengths and Difficulties Questionnaire (Goodman, 1997) completed by teachers and parents. Preliminary results indicate that children's pretend play differed as a function of their emotional problems, where children rated as having high emotional problems by their parent engaged in almost 60% more enactments during play ($M = 14.3$, $SD = 10.08$). Our findings provide new understanding about the role of pretend play for children at risk for developing mental health problems.				
Format	Poster				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Cass Sheehan ¹ , Amy Paine ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Pretend; Children, 4-7; Development, Emotional; Health, Mental; Wales				

7122	Play And Accessibility: An Example Of Inclusive Training				
Abstract	Play is an inviolable right of children and adolescents (UN, 1989, 2006), regardless of physical, social, and functional conditions. Literature has amply demonstrated the value of play in the psycho-physical development of a person, highlighting its role as a builder of knowledge, meanings, and relationships. Play allows for the maturation of a multi-perspective ludic and cognitive attitude. Children who remain excluded from the game lose precious opportunities for growth and development (Chiappetta Cajola, 2012) Play can have an inclusive value when it facilitates an active participation of all subjects involved (Encarnação, Ray-Kaeser & Bianquin, 2018), redefining the game itself, modifying the rules and roles of the participants with a view to equal opportunities and accessibility (Bulgarelli, 2021) This contribution explores how to build inclusive and accessible playing practices. The first part defines what we mean by accessibility of play, while the second presents a work methodology adopted within the Motor and Sport Sciences degree programme at the University of Rome "Foro Italico". This methodology seeks to build accessible play models and contributes to the inclusive training of educational operators, who in turn can provide substance to theoretical reflections accompanying the modification of policies in the construction of a shared world.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Angela Magnanini ³ , Paolo Lucattini ¹				
Presenters, Domicile	Italy				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Not present, but showing pre-recorded video footage				
Covid-19 focus	No				
Keywords	Play, Accessibility; inclusion; Opportunities, Equal; Italy; Training, Teacher				

7153	The Power Of Play: How Children's Museums Affect School Readiness				
Abstract	Only 27% of South Carolina public school Kindergarteners entered the school year with sufficient skills, knowledge, and abilities to engage with kindergarten-level instruction (WestEd, 2021). This research study aims to identify specific interventions needed to increase Kindergarten readiness through play at a children's museum. Selected families will participate in weekly "classrooms" focused the skills needed to be school ready. Books and activities will also be sent home with caregivers to support learning. Play exposes children to language and allows them to experience social interactions. Through play, children can understand turn-taking and learn to express and regulate their emotions. Adults can scaffold and act as a guide for these skills and emotions (LaForett and Mendez, 2016). Children's museums give caregivers the space to practice and learn these skills. Children who have more opportunities to engage in play before entering Kindergarten can draw upon these experiences to help them navigate social interactions with peers and classroom expectations (LaForett and Mendez, 2016). Parents and caregivers often need examples of school readiness activities to help their children better. Home-based activities such as making books, telling stories, singing songs, and reading books increase literacy-related skills and reading performance (Puccioni et al., 2018).				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Catie Davis ¹ , Lauren Luneckas ¹				
Presenters, Domicile	USA				
Presenters, Roles	Manager/Supervisor; Researcher				
Presenters, Sectors	Community				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Readiness, School; Museums, Children's; Children, Kindergarten; Children, Pre-school; Caregivers				

7273	Function Schmunction - A Look At The Joys And Shapes Of Autistic Play				
Abstract	Function Schmunction is a project, led by playworker, artist, consultant and autist Max Alexander. The project aims to create opportunities for and celebrate autistic play, joy and connection. It also aims to provide an autistic centred and non-pathologised look at how autistic people might play and highlight the importance of play to autistic children's wellbeing, sense of self and experience of meaningful connection. The project has consisted of a series of one to one play sessions for 14 participants which have taken place in schools, day centres, living rooms, parks and woodlands. Participants have included children, teenagers and adults with a wide range of interests and needs. The next stage of the project is the design and development of a touring play space based what happened in those sessions. In this presentation Max will share his approach to facilitating play for autistic and more broadly neurodivergent and disabled children young people and adults. Max will also share some of the outcomes of his ongoing work and thinking in the form of different "Shapes of autistic play" which Max has found to exist and flourish across the play spaces created throughout the project.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Max Alexander ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Advocate; (i) Educator; (ii) Consultant				
Presenters, Sectors	Community; (Private practice, public art)				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Playwork; Play, Inclusive; Autism; Scotland; Intergenerational				

7309	Temporal Characteristics Of Preschoolers' Indoor And Outdoor Free-Play				
Abstract	It is often assumed that children's play includes brief and intermittent physical activity interspersed with rest, but there is a lack of recent research on the temporal characteristics of children's play. Accelerometers are a potentially useful tool for characterizing both the intensity and temporality of children's movement. The present study aimed to describe the temporality of indoor and outdoor free-play of children (n=45) who wore a hip-worn accelerometer during child care. Mean and median duration of total physical activity and moderate-to-vigorous physical activity bouts and probabilities of transitioning between inactivity and total physical activity or moderate-to-vigorous physical activity were calculated. Overall, during outdoor play (compared to indoor play), children participated in more total physical activity and moderate-to-vigorous physical activity, had longer bout durations, and had lower probabilities of transitioning from activity to inactivity. Higher moderate-to-vigorous physical activity was associated with less fragmented activity and a higher probability of transitioning from inactivity to activity. These data suggest that finding ways to sustain physical activity (i.e., increase bout length) may be a salient approach to promoting physical activity in this population. Further research is needed to identify correlates of temporality (e.g., sex/gender, environmental characteristics) that could inform activity-promoting interventions.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Kimberly Clevenger ¹ , Katherine McKee ³ , Karin Pfeiffer ³ ,				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Free; Children, Pre-school; Childcare; Michigan; USA				

7311	Playing The City: Contemporary Art And The Urban Child				
Abstract	Looking back to look forward, this paper reflects on how specific influential artists and art movements have shaped play in everyday urban life and considers which lessons from the past can be drawn into the present. Referencing key precedents, this research presents playable public art as a key tool in facilitating the design of a culturally rich and child-friendly urban environment. The Situationist International for example, an urban art movement in 1960's France, used urban 'play' to thread together the various strata of urban life - cultural, historical, and phenomenological layers - to consider the ways in which public spaces shape our experience. Indeed, Michel de Certeau framed the city in terms of an 'immense texturology', a site of divergent textual and optical meanings. Playable public art allows us to consider how we can rethink the role of contemporary art in facilitating the design of a child-friendly urban environment that similarly invites these contestations of meaning. This paper will consider ways historical and contemporary examples of public art provide strategies to re-introduce more opportunities for play in our every-day urban realms, and why this is important in the development of intergenerational, child-friendly future-cities.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Nadia Odlum ¹ , Sanné Mestrom ²				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia; (Private practice, public art)				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Philosophy; de Certeau, Michel; Play, History; Cities, Child-friendly; Art				

7374	Children's Outdoor Environment During Walking To And From School In Japan: A Case Study On Toyama City				
Abstract	The aim of this study is to clarify the children's outdoor environment in their school district . To grasp the outdoor environment, I observed the children's commuting to and from school activities with GPS. In Japan, most of elementary school age children walk to and from school on their feet and group commuting. School commuting provides children with their experiences of outdoor environment. What kinds of outdoor environment and play they get through commuting. School children with consent (N=295) walk to and from school with GPS. There are differences between walking to and from school activities. GPS tracks indicate that walking to school has little playing activities because they have to go in time. Walking from school GPS tracks indicate outdoor playing activities. They often walk with friends and walk to home long way. The time with friends during commuting is important for children. They get some outdoor environment during walking from school. Some of them found the dead ends spaces in their outdoor environment and they play with some friends. On the pedestrian roads they often chatted with friends. There were little activities on playground and small parks. Walking to and from school foster children's outdoor play. We should keep the school district social and physical environment safe for children to walk to and from school.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Koji Ohnishi ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	GPS; Commuting; Roads; Schools, After-school care				

7403	Creating Inclusive Environments For Play: Can Universal Design Address Children's Needs And Wishes?				
Abstract	Background: Public playgrounds form an environment that is explicitly built for children's play. However, playground design is often shaped by adults and does not necessarily meet the needs of a diverse group of children, e.g. children with disabilities. For the inclusion of all children in play spaces several policy documents call for the development of knowledge on how Universal Design (UD), as a design approach aiming to create socially inclusive environments, can be applied to inclusive play spaces. Building upon children's needs and wishes for playgrounds, the presentation aims to illustrate potential applications of UD to create inclusive playgrounds. /// Methods: A synthesis of qualitative studies extracted through a systematic search of databases in health and social sciences informs children's perspectives on playgrounds. Only studies that explicitly reflect children's voices were included and analysed from a child-centred perspective. The identified studies are then discussed from a UD perspective and the current state of knowledge in relation to play. /// Findings: Children's needs and wishes for playground design will be illustrated and discussed in relation to UD principles and goals, and outlined with potential examples of playgrounds. /// Conclusion: Children, including children with disabilities, can articulate their needs and wishes in relation to playground design. Adding a child-centred play perspective on UD may be valuable for inclusive playground design.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Ines Wenger ¹ , Helen Lynch ² , Maria Prellwitz ² , Christina Schulze ¹				
Presenters, Domicile	Ireland, Sweden and Switzerland				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playgrounds, Inclusive; Voices, Children's; Participation; Environment, Built; Children, Pre-school and school				

7427	Examining Children's Agentive Production Of Environments In Play				
Abstract	This paper draws on findings from a doctoral project (2021) that used creative methods of filmmaking with 18 children aged 6 to 13 years old in schools and an afterschool care centre in Scotland. The talk presents an examination of the ways that children "produced" - produced and used (Bruns, 2009) - their spaces of play. The environments of the project were all designed for purpose, child-focused and learner centred, and yet, in play, the children re-scripted these spaces and the objects within for their own use. I argue that in doing so they took on agentive roles in creating their own experiences of childhood. Utilising play and creative methods in the research project resulted in offering the children opportunities to make unexpected choices, perform new and risky actions, take on creative roles, and work to negotiate for their needs in a safe space. This focus on agency, creativity, and ability to "produce" one's own experiences is underlined by an ethics of care that centres young people's everyday experience in schools and "school" spaces, and offers new insights into the relationship between environment and children's agency in play.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Elizabeth L Nelson ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Games, Heritage; Methods, Creative; Scotland; Children, 6-13; Agency, Children's				

7439	Balancing Rights: Outdoor Free Play And Safeguarding Culture				
Abstract	Children have the right to engage in play and recreational activities. Outdoor free play is an important component of this right, having been found to support physical, cognitive, social and emotional development. However, an insidious threat to the exercise of this right is the engagement of another, that of children to be protected from harm. Concerns about the safety and supervision of children are believed to be a contributing factor in the reduction of time children spend playing outdoors and being independently mobile. Public authorities are regularly required to be the arbitrators of what is and is not an appropriate level of child supervision in public space, which has resulted in high profile cases of police and child protection services intervention in North America. However, the foundational principles of these judgements are not limited to this jurisdiction. This presentation draws on a theoretical and empirical review conducted for the authors doctoral research on the role of child safeguarding culture in limiting children's ability to be unsupervised; the influences on judgment which can distort understandings of risk; and how this thinking should be challenged at a societal level to promote children's outdoor play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Michelle O'Kane ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor free; Supervision; Space, Public; Protection, Child; Children, 2-12				

7441	The Impact Of Culture And Caregiver Beliefs On Authentic Free Play In Children Aged 24 - 30 Months; A Comparison Between Scotland And Latin America				
Abstract	This paper is part of a Professional Doctorate Study proposing an explanatory sequenced mixed method research (MMR) approach to establish the impact of caregiver culture, understanding and beliefs on authentic free play in children aged 24 – 30 months from two different populations; Scottish and Latin America. Data extraction methods are a quantitative questionnaire, which will inform the questions for qualitative semi structured interviews. Participants will be caregivers from both Scotland and Chile who have children age 24-30 months, thus facilitating comparison of results. Qualitative and quantitative evidence, including explanatory sequenced MMR exists, however a gap specific to the inclusion criteria and methodology of this research, is evident. Play is complex and transcends multiple political, social and cultural constructs. It is ubiquitous in nature and framed within a universal and global context by United Nations Convention for the Rights of the Child (UNCRC) (Article 31) (1989), which mandates play as the right of the child. Moreover, play is primordial emerging from animal behaviours and immersed in culture Huizinga (1949). Findings from the expanse of evidence so far, identify an abundance of dialogue and research around play, but with scarcity of research specific and exclusively to authentic free play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Bernadette Bradley ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Free; Culture; Caregivers; Methods, Mixed method				

7447	Researching Play Sufficiency In Wales, UK				
Abstract	Four small-scale research studies, commissioned by Play Wales, have been undertaken since the Welsh Government's Play Sufficiency Duty was commenced in 2012. The studies draw together the successes and challenges facing local authorities in the implementation of the duty. Across all four studies, there is a recognition that the Play Sufficiency Duty and the documents Welsh Government has produced for it (the regulations, statutory guidance, and toolkit) determine that: "Play is not only an activity that takes place in discrete spaces and at prescribed times; it is not something that can simply be 'provided' by adults, but is an act of co-creation that emerges opportunistically from an assemblage of interdependent and interrelated factors". The first two studies were undertaken by Dr. Wendy Russell and our late friend, Dr Stuart Lester. Wendy collaborated with Mike Barclay, Charlotte Derry and Ben Tawil on the research undertaken in 2019 and 2020. The presentation will: (i) Provide a brief overview of the statutory Play Sufficiency Duties. (ii) Share findings from the various studies. (iii) Reflect on conclusions made across the studies. (iv) Reflect on the progress on recommendations made in the most recent studies.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Marianne Mannello ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Play Sufficiency; Wales				

7474	Playing Through Barriers: How To Include Children With Communication Difficulties				
Abstract	Play is crucial for the development of any child. It is while playing children effortlessly practice their social, emotional, communicative and motor skills. Children can be engaged in different types of play, such as pretend play, physical play, and constructive play, which require different levels of communication. Due to their – and their peers - personal characteristics, and characteristics of the playground some children may face more communication difficulties, and in that case playful interactions can become more challenging or even avoided. Therefore, the physical and social environment may represent a barrier for some children to take full advantage of their right to play. However, certain types of play – physical and constructive play - seem to be less affected by communication difficulties, and pave way for interactions between children who face more challenges in communicating, and their peers. Focusing on our recent research with preschool children who are Deaf or Hard of Hearing, we want to discuss how certain aspects of the physical and social environment can hinder children's opportunities for play, and how intervention focused on less verbally dependent types of play can positively contribute to the inclusion of children with communication difficulties in the school setting.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Brenda Sousa da Silva ¹ , Guida Veiga ² , Carolien Rieffe ² , Johan H.M. Frijns ³ , Herédio Sousa ³ , Luísa Monteiro ³				
Presenters, Domicile	Portugal and Netherlands				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Physical; Play, Constructive; Disabilities, Deaf or Hard of Hearing; Disabilities, Communication Difficulties				

7480	Making Learning Visible: How Teachers Observe And Assess Children's Outdoor Play To Meet Curricular Reporting Requirements In Western Canadian Elementary Schools.				
Abstract	Equitable access to quality outdoor play and learning (OPAL) is increasingly a priority for educators who understand the associated social, emotional, physical and cognitive benefits for learners. Increasing access for OPAL during class time offers a significant opportunity for incorporating curricular learning in outdoor spaces. To date, the critical role Canadian schools could play in providing consistent access to quality outdoor play and learning has not yet been well researched. This paper draws on 17 elementary school teachers' experiences from rural (n = 10), suburban (n = 4), and urban (n = 3) communities across the province of British Columbia, Canada. Using a participatory action research approach (PAR), this study conducted six focus groups with a cohort of practicing teachers who possess proven skills and knowledge for teaching across the curriculum outdoors. A PAR approach is designed to work with and for communities, is an emergent and collaborative process, and makes explicit theories of change. Participating teachers contributed their experiences and expertise towards expanding our understanding of how teachers enact a pedagogy of outdoor play within the existing system of schooling, how they observe and assess learning that emerges through outdoor play, and how they make this learning visible to stakeholders at the community and provincial level.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Megan Zeni ¹ , Mariana Brussoni ²				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor; Teachers; Schools; Pedagogy, Play; Methods, Participatory action				

7509	Mother-Child Play Explained By Mothers' Parenting Attitude And Children's Temperament				
Abstract	The main purpose of the study is to understand how mother-child play interactions are formed by the relationship between parenting and child's temperament. Play Cycle Framework was used to plan the study and to explain the findings. Mothers were invited to the study by posting the invitation in online platforms. Eight hundred and forty mothers responded online questionnaires of parental attitudes and child temperament. First, the mothers with different parental attitudes were identified by calculating their scores for the attitudes of authoritarian, authoritative, and overprotective scales. Thirty mothers who had the highest scores of each scale was selected. Second, the matching pairs of children with the temperament of easy and difficult was done by selecting the children who have the farthest away from the means in reactivity and persistence scales. The video recordings of the play of 6 mother-child pairs formed the data. Findings showed that the mothers with different attitudes showed similar play patterns regardless of their children's temperament. The findings are discussed in detail with regard to how the mother-child pairs structured their play. Some suggestions which advocate for child-led play are provided that could enrich mother-child interactions during play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Feyza Yeliz Bayindir ¹ , Mine Gol-Guven ¹				
Presenters, Domicile	Turkey				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Mother-child; Play Cycle; Attitudes, Parents; Temperament, Child's				

7526	The Roles And The Intervention Models Of Occupational Therapists In The Advocacy Of Children's Right To Play In Taiwan: Play Spaces				
Abstract	'Play' was listed as an essential occupation in the Occupational Therapy Practice Framework in 2020. In Taiwan, play spaces and play opportunities for children were reduced due to urbanisation. The difficulties of play deprivation and occupational injustice was an crucial issue that occupational therapists (OTs) could approach. Therefore, this study aims to understand Taiwan OTs' experiences on the advocacy of children's right to play and to explore their roles and intervention models. Mixed research methods were used and OTs were contacted through an online survey and four individual interviews. According to 46 responses from the survey, 54.3% OTs were aware of the advocacy of children's right to play, and 58.7% have related experiences. The roles of Taiwan OTs could be categorised into advocates, consultants, designers, researchers, and communicators. The intervention models were based on the recent Person-Environment-Occupation-Performance model focusing on environmental adaptation. Practical difficulties were also mentioned, such as the public's unawareness of the importance of play and limited OT participation in this research. For future elaborations, advocacy for the public, more active participation and interventions from the OTs and more research were needed for more friendly play spaces with diverse play opportunities to happen.				
Format	Poster				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Tzu-Han Sun ¹ , Wei-Shun Tseng ³ , Christine Yuihwa Lee ²				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	(Health, hospital)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Therapists, Occupational Therapists; Urbanisation; Deprivation, Play; Injustice, Occupational; Advocacy				

7556	Not Just The Early Years! Learning Through Play: Supporting Teachers To Enable Play At School For Older Kids.				
Abstract	Play is widely accepted as an important approach to support learning in the early years. However, opportunities for child-led play often get abandoned when children enter the formal schooling years with play viewed as a less superior format of curriculum delivery as children mature. As a result, older children may miss opportunities for rich and diverse play experiences and teachers struggle to draw on the power of play to support meaningful, child-centred learning throughout the school day. This presentation will share findings from a doctoral mixed methods study conducted in Aotearoa New Zealand investigating how teachers use play as a pedagogical tool and the impact of a professional development approach on teaching through play practices with older children in the primary classroom context (i.e., 5 - 12 years). Findings suggest that when teachers were supported to use clearly identified teaching practices associated with child-led play, they were able to understand and use play as a pedagogical tool, while meeting curricular demands, including literacy and numeracy. Examples of how we now use these teaching practices in schools across Aotearoa New Zealand to support effective play environments and pedagogy in a range of contexts will be shared with conference attendees.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Sarah Aiono ¹				
Presenters, Domicile	New Zealand				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	(Education, school)				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Learning, Play-based; New Zealand; Children, 5-12; Teachers; Practice, developmentally appropriate				

7567	Intergenerational Play & Storytelling				
Abstract	Play and storytelling are the golden threads that make sense of our world, our relationships and our experiences throughout our lifetimes. Generations Working Together and Play Scotland, collaborated on an intergenerational play project in 2021, in the context of COVID-19. We focused on connecting generations most separated and restricted by the pandemic. To combat loneliness and isolation, the loss of valued experiences and ‘fun together’, the project explored a rights-based approach, improved understanding of the intergenerational practice and playful experiences. We developed go-to resources based on the pilot and GWT workshops. These resources (i) identify necessary steps for intergenerational practice (ii) share case studies where play and storytelling were embedded alongside top tips from others engaged in intergenerational work and (iii) share key recommendations to further support practitioners on their journey. We are now introducing this toolkit, with a creative practitioner, into care homes to support their (re)connecting within the communities they are sited with a focus on expression, voice and participation. Just as play and storytelling are deeply intertwined, we believe that generations should also be. Play and intergenerational practice support development, connection, human rights, learning and wellbeing throughout all our lives.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Jenny Lester ¹ , Loreen Pardoe ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher; Advocate; (i) Educator; (ii) Practitioner, Early years				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Play, Intergenerational; Storytelling				

7595	A Shed Full Of Junk - Could This Be The Key To Better Health & Academic Outcomes For Our Children				
Abstract	Throughout 2022, St Mary's School in Bundaberg, Queensland engaged Jump Up For Kids to implement the Play: Big Ideas for Big Lunch program in their playgrounds. This program promotes child directed play with loose parts as a way to support positive developmental and academic outcomes in an inclusive and accessible manner. Sheds have been built, 'stuff' has been collected and more traditional playground items have been removed from circulation. In addition to the physical changes, attitudes and frames of reference have been challenged, procedures and policies written and negotiations continue to ensure optimal play conditions for children. The Play: Big Ideas for Big Lunch Program was introduced as a trial in the prep playground (first year of formal schooling in Australia), and then rolled out more broadly across the primary campus in November 2022. Data collected aims to consider child, educator and parent perspectives regarding loose parts play using staff and parent questionnaires, play observations and behavior incident reporting rates. This paper presents information about why the change was made, logistical and philosophical challenges and preliminary information about the impact of loose parts play at St Mary's Primary School and how this will influence future planning related to play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Madeline Avci ¹ , Kaitlyn Goodwin ²				
Presenters, Domicile	Australia				
Presenters, Roles	(Therapist, occupational)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Inclusion; Accessibility; Development, Healthy; Outcomes, Educational				

7626	Examining Parent-Child Play Types, Duration, And Engagement With Loose Parts: How Parental Income, Educational Attainment, And Children's Age And Cognitive Functioning Shape Loose Parts Play				
Abstract	Children's access to play materials can significantly account for the social stratification of the achievement gap among low-, middle- and high-income children. Since disposable income enables purchasing stimulating toys and materials, low-income families often cannot afford these 'non-essentials.' There are many calls to enrich young children's indoor play, experimentation, and learning through Loose Parts Play. Loose Parts Play is unique, involving various materials (e.g., cardboard, pipes, beads) generally not intended for play. Despite extensive endorsements of policymakers and professionals for loose parts to facilitate child development and learning, empirical research on how young children engage in loose parts play is minimal. Our exploratory study investigated 40 parent-child dyads' and how the play material type (loose parts vs. single-purpose toys as control) influenced young children's play types, duration, and engagement while controlling for parental income and educational attainment, children's cognitive functioning and age at the time of testing. Dyads were recruited and randomly selected through community organizations in a large Canadian city (children ages 3 to 5). Preliminary results controlling for income demonstrated that the main effects of play material and age resulted in differences in play duration and types. Executive function and parental education were predictors of children's play engagement.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Ozlem Cankaya ¹ , Jamie Leach ³ , Elyssa Favis ³				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Equity; Parents/Guardians; Play, Loose Parts; Function, Executive; Income				

7685	Play Helps Us Get Closer And Become Stronger				
Abstract	According to the research conducted by Focus on the Family in Taiwan, less than 50% of people talk to their family members everyday while 83% caregivers have no patience to listen to their children. Most people in Taiwan have grown up in less interactive environments. We are taught to express less emotions to others. As a result, when these adults become caregivers, they choose to dismiss child's emotions. Without the guide of experienced caregivers, it is quite hard for children to figure out the situations they were in and the emotions they coped with. Hence, many little traumatic experience may become a mental health issue and drastically influence their attitude toward life. In order to stop vicious cycle, we decide to promote trauma-informed care to make adults and children know how to identify their emotional states and get through hard times with art. We have developed 'Trauma Dressing Pack' which let children and their caregivers to play with art and then be aware of themselves and understanding others' feelings. We design the cards based on the collection of National Museum of Fine Art and then provides a serial workshop (Feelings collage, First aid for trauma, Emotional Resilience Superhero) for 6 to 12 children and their caregivers. Children and their caregivers started to chat based on what they saw in the cards and were encouraged to present their opinions by various art creations. With various forms of play, participants found out some emotions they have not noticed before and are more willing to share their ideas.				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Chunhui Wang ¹				
Presenters, Domicile	Taiwan				
Presenters, Roles	Advocate				
Presenters, Sectors					
Source Material	Practical, reflections on previous work				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Care, Trauma-informed; Pack, Trauma Dressing; Therapy, Art; Resilience, Emotional; Emotions				

7687	Storyplay –Play, Knowledge And Values Which Empower Every Child To Participate In Shared Imaginary Play – At Home, In The Playground, With Their Family And Community And With Their Peers.				
Abstract	Children flourish when they know they are seen, heard, included and valued – at home, at school and with their peers. Children explore their identities, feelings, ideas, the world and build their relationships, through the rich language of play. Drawing on the connection between actors and early years children as ‘play experts’, pioneering Scottish charity, Lickety Spit, has established a methodology for creating Empowering Spaces - where every child or adult can relax, lose their inhibitions and bring their uniquely creative self and personality to the ‘game’. Storyplay is a safe space where Lickety Spit colludes with children and families on the WHY and the HOW - winning is the least interesting aspect of playing! Scrupulous fairness is key. Circles let you see everyone, and everyone see you. All we need to play is each other. In our imaginations we can be anyone, go anywhere, do anything. Everyone is equally brilliant and kind, nurtured and supported by the group. Evaluations and case-studies demonstrate that experiencing freedom, fun and satisfaction through rich shared imaginary play, builds confidence, resilience, social skills, physical, vocal, mental and emotional competence, friendships and wellbeing. Storyplay is a quiet revolution. Lickety Spit will share film, evaluations and case-studies.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Virginia Radcliffe ¹ , Ruby Zajac ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate; (i) Executive, Artistic Director; (ii) Children's Playwright; (iii) Actor-pedagogue				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Rights, Children's; Equality; Learning; Family; Children, Early Years				

7709	Playing And Being Well: A Review Of Recent Research Into Children's Play, Social Policy And Practice				
Abstract	The authors will present the summary report of an in-depth review of contemporary research on children's play (full report due autumn 2023). The review was commissioned by Play Wales to update 'Play for a Change' (Lester and Russell, 2008). It has four sections: (i) childhood and social policy; (ii) the role of play in children's well-being; (iii) children's play patterns; and (iv) practice-based examples of supporting children's play in both the public realm and the institutions of childhood. The policy focus is a Welsh one, set within the context of ten years of the Welsh Government's Play Sufficiency Duty. As the topics were too broad for a systematic review, the researchers used an integrative, narrative and creative approach, working across diverse disciplinary and theoretical perspectives, synthesising sources into conceptual themes and using this to create an original and political commentary. Much of the contemporary research into playing and being well, across many disciplines, emphasises the entanglements of mind, body, senses, affect, movement and milieu (physical, social, cultural, affective, historical, political conditions of children's lives). When conditions are favourable, children can create their own well-being through playing. The authors propose a relational capability approach to accounting for and responding to those conditions.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Wendy Russell ¹ , Mike Barclay ¹ , Ben Tawil ¹				
Presenters, Domicile	UK (England) and UK (Wales)				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia; (Private practice, Consultants)				
Source Material	Recent/current research (unpublished); Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Children; Childhood; Wellbeing; Policy				

7735	Mapping The Factors Linked To Successful Implementation Of Nature-Based Play And Learning In Early Learning Centres Across Scotland				
Abstract	Avril Symposium / 2 of 3 plus discussant /// Purpose: Nature-based play has been associated with healthy development in young children, however, little is known about the system - key factors, their links, and wider relationships within - through which nature-based Early Learning and Childcare (ELC) is optimally delivered. Methods: We facilitated two participatory workshops with 10 ELC practitioners and 10 ELC managers to create a shared understanding of the things that determine how the nature-based ELC system operates. Further analyses identified key areas for targeted intervention. Findings: Forty-two factors were grouped into the themed categories, such as Educator Attributes, ELC Practice, Resources, and Parental Factors. Optimal nature-based ELC delivery was represented by 11 larger (combination of linked factors) relationships, such as, Children's Playing Experiences Outdoors, Risks-Benefits, and Educator-Child Relationship. Five factors had important roles: two acted to connect different areas of nature-based ELC delivery (ELC Culture of Outdoor Play, and Educator Confidence); two were part of multiple relationships across the system (Educator Agency, Perceived Child Safety and Enjoyment); and one factor displayed both properties (Use of Outdoor Space). Conclusions: This participatory project identified five key areas to optimise nature-based play at ELC centres, allowing stakeholders to tailor resources to suit their setting and context.				
Format	Presentation				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Paul McCrorie ¹ , Anne Martin ¹ , Avril Johnstone ¹ , Stephanie Chambers ¹ , Nai Rui Chng ¹ , Oliver Traynor ¹ , Claudia Zucca ¹				
Presenters, Domicile	Netherlands and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Nature; Childcare; Children; Health; Development				

7747	Kia Hīanga				
Abstract	Mā te hīanga, ka tipu te tamaiti. By being mischievous, the child will grow. The name of this plan, Kia Hīanga, is inspired by the role of tamariki in exploring boundaries through play. Hīanga is often associated with the nanakia (tricky), haututū (mischievous), curious, cheeky and fearless nature of play and is reflected in the whakatauākī above. These attitudes and behaviours are inherent in our tamariki and are vital as they learn their place in this world. Kia Hīanga, Sport NZ Ihi Aotearoa Play Plan 2022-2025 sets out Sport NZ's bicultural vision for play in Aotearoa New Zealand. Sport New Zealand is the Government Agency that is the kaitiaki or guardian of the Play, Active Recreation and Sport System in New Zealand. Kia Hīanga includes a series of actions that Sport NZ Ihi Aotearoa has committed to, to improve the quality of experiences, opportunities and support for play and further develop the Aotearoa Play System. Sport NZ believes a strong bicultural foundation is critical to Aotearoa New Zealand's national identity and wellbeing, therefore Kia Hīanga uses Māui Hīanga as the foundational framework to give shape, reason and rationale to our commitments and actions.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Scott Mackenzie ¹				
Presenters, Domicile	New Zealand				
Presenters, Roles	Advocate; Policymaker				
Presenters, Sectors	National Government				
Source Material	(Promoting play)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Policy, Government; Approach, National Play Systems; Framework, Bicultural Play Development; Play Plan, Government				

7763	Play Is The Way - A Documentary				
Abstract	PLAY IS THE WAY! demonstrates that PLAY is the BEST way for children to learn and develop. This is a feature film quality production that will be released at the end of 2023. In the film we visit medical centers where doctors mandate play - and we visit countries where the population is smarter, better educated and has been employing play-based principles for decades. This film takes its audience - educators, and parents - to places they have never seen before - to play centers and schools where play and play-based learning help children learn and develop a love for learning. This film introduces its audience to professionals who are changing children's lives through play. Our intended message is that we believe play is the best way for children to learn. Our intended action is to begin a modern revolution in the world of early childhood education and development. It's time! - It's very important! Join the film's director, Bennett Krishock, film producer and President of Bright Day Foundation, David Krishock, IPA USA President, Deb Lawrence, and IPA World President, Robyn Monro Miller in a conversation, as we preview the film and discuss the concept that a play revolution in early childhood education is overdue. The film is a true documentary with zero commercial overtones. Film participants will be representing their business (children's museums, schools, play centers) but not selling products or services.				
Format	Panel				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	David Krishock ¹ , Debra Lawrence ¹ , Robyn Monro Miller ¹ , Bennett Krishock ¹				
Presenters, Domicile	Australia and USA				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Childhood, Early years; Learning, Play-based; Educators; Education, Parent				

7765	What Does Diversity Do? Exploring Parent-Child Play Engagement With Loose Parts To Bridge The Learning Gap Between Home And Early Learning Environments				
Abstract	Despite current efforts to address diversity in early learning environments, no magic formula exists for educators encountering new, unique, and culturally unique experiences. Effectively bridging the gap between the home and early childhood environments requires the collaboration of diverse learning styles, backgrounds, and traditions. Play with loose parts (a combination of various natural and fabricated materials, predominantly open-ended) can be a powerful tool for bringing diversity into play. In our study, we observed 30 parent-child dyads and explored how parents with diverse backgrounds influence their play with their children with two sets of toys (loose parts versus percussion instruments). The goal was to explore parents' roles in their children's play and how cultural backgrounds impact engagement and duration of unstructured play. We address the question, "How does diversity impact parent engagement and roles during loose parts play?" We evaluated parents' ratings of their engagement and enjoyment of play. While many parents enjoyed playing with loose parts, some were unaware of what to do with the materials. Our work will describe unique cultural patterns in loose parts play and incorporate the highlights of children's play experiences with parents reflecting on diverse backgrounds to support educators' practices.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Kiana Krueger ¹ , Ozlem Cankaya ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Parent-child; Educator, Role; Diversity; Education, Early Childhood; Engagement, Parents				

7791	A Mixed-Methods Systematic Review On The Associations Between Nature-Based Early Learning And Childcare And Children's Play Behaviour. Submitted To Symposium Session.				
Abstract	Avril Symposium / 1 of 3 plus discussant /// This mixed-methods systematic review synthesised evidence on the association between nature-based early learning and childcare (ELC) and children's play types (social, dramatic etc.). A search of nine databases was conducted and studies were eligible if: a) children (2-7 years) attended ELC, b) ELC integrated nature, and c) assessed child-level outcomes. Two reviewers independently screened full-text articles and assessed study quality. The synthesis included effect direction, thematic analysis, and results-based convergent synthesis. 1,370 full-text articles were screened and 19 (9 quantitative; 9 qualitative; 1 mixed-methods) studies included a play related outcome. Quantitative studies included controlled (n=3)/uncontrolled (n=1) before-after, and cross-sectional (n=6) designs. Based on very low-quality evidence, there were positive associations between nature-based ELC and play interaction. Inconsistent associations were found for play disruption and disconnection. Qualitative studies (n=10) noted that nature-based ELC afforded opportunities for engaging in risk, socialising with peers and using creativity and imagination which is likely to support diversification of play. Immersive nature-based ELC, which features rich and diverse natural spaces and elements provides varied and dynamic affordances that enable children to engage in different play types. Future research is needed to understand how diversification of play is likely to impact children's physical, social, emotional and cognitive development.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Avril Johnstone ¹ , Paul Mccrorie ² , Rita Cordovil ^{DK} , Ingunn Fjørtoft ^{DK} , Susanna Iivonen ^{DK} , Boris Jidovtseff ^{DK} , Frederico Lopes ² , John Reilly ^{DK} , Hilary Thomson ^{DK} , Valerie Wells ^{DK} , and Anne Martin ^{DK}				
Presenters, Domicile	Belgium, Finland, Portugal, Norway and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Nature; Childcare; Children; Health				

7810	Playwork Equals Quality in Australia				
Abstract	Whilst a Playwork approach may have been used across Australia for some time, it has only been in recent years that it has been viewed as a “quality” approach to working with children. This session will share various stories of how both individuals, Early Childhood Education and Care (ECEC) Services including Outside School Hours Care, Primary Schools and Educational Institutions have advocated for a child’s right to play and adopted Playwork as their underpinning philosophy for delivering quality practice within the Australian Early Childhood Education and Care Sector. It is through the work of these Educators that the Australian Regulatory Bodies and the ECEC Sector are beginning to re-define their understanding of a child’s right to play and rethink how they understand, advocate for, observe, plan for and protect play within services across the county. Playwork is now recognised as quality educational practice drawing direct links to and within the Australian National Quality Framework.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Kylie Keane ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children’s Participation	Active in research				
Covid-19 focus	No				
Keywords	Playwork; Australia; Framework, National Quality Framework; Care, Outside School Hours				

7823	Doorstep Play And Community Action: A Matter Of Equality			
Abstract	Doorstep play - having safe space and permission to play immediately outside your home, on your own street or estate - is a matter of equality for children. Unlike many organised or paid-for activities, it does not need money, parental time or transport. It is not a postcode lottery. It is something all children can and should benefit from as part of their everyday lives, giving them all the benefits of active free play as well building community and creating a 'virtuous circle' where children and play are welcome and supported within the neighbourhood. There are huge barriers to children having this currently: traffic, development, anti-play policies, public intolerance. Play streets and related community-led doorstep play interventions are one way to start shifting the balance. This growing movement (now over 1,500 communities) also shows the desire and need out from both children and parents to restore this essential right for children. These temporary interventions also demonstrate what is needed long-term at a policy level to radically change things for children, and the role that bottom-up action can play in bringing about this change. This presentation would give delegates: (i) an overview of the impact, evidence and learning from the UK play streets movement and related models over the past 12 years; (ii) an understanding of the importance of "doorstep play" for all children and why this is a social justice issue; (iii) an understanding of the social and environmental barriers and policy changes needed to address these; and (iv) an understanding of the role that parent-led grassroots action is playing in bringing about this change			
Format	Presentation			
Conference Themes				
Presenters, Names	Alice Ferguson ¹ , Ingrid Skeels ³			
Presenters, Domicile	UK (England)			
Presenters, Roles	Advocate			
Presenters, Sectors	Voluntary / Charitable			
Source Material	Practical, current			
Children's Participation	No			
Covid-19 focus	Yes			
Keywords	Streets, Play Streets; Community; Activism; Play, Free; Policy			

7825	“Can We Join Please?” An Exploratory Practice-Based Research With Pre-School Children				
Abstract	“Can we join please?” is an exploratory practice-based research partnership project to develop design proposals with children aged 3-5 for their school yard & outdoor environment. Through artist- in- residence- style embedded workshops, artist, landscape architect and educator Sophie Von Maltzan reimagines the outdoor play areas of a preschool in North Dublin with the children. Many outdoor areas of Early Education Centre settings are extremely “plastified” meaning that they are full with plastic toys & soft-pour surfaces with very few plants or even natural materials in them. With Fingal County Council “Exploring and thinking” funding, Von Maltzan explored how better models for these outdoor areas can be developed with the actual stakeholders: the children who play in the areas and their educators. The aim is to find out how young children can be integrated into the design process as well as to research how they would like their outdoor space to be. The process and all findings are documented continuously and summarised in a conclusive documentation that Von Maltzan would like to present at the conference.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Sophie Von Maltzan ¹				
Presenters, Domicile	Ireland				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Community; Academia (UCD, Department of Landscape Architecture)				
Source Material	Practical, current				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Research, exploratory; Design, Child-centred; Play, Outdoor; Methods, Observations; Children, Pre-school aged				

7831	Rebuilding Social Capital For Children's Outdoor Play And Democratic Society				
Abstract	The importance of social capital, the invisible web of human relationships through which children are raised and socialized, was argued more than a century ago by John Dewey. Due to the evolution of IT, communication has shifted to a network that transcends locations, and the concept of social capital has also shifted to the network. However, our society is forced to be more on-screen time, more indoors, and more fragmented and isolated neighbourhoods, then the social capital raising children was weaken. . Its impact is strongly appeared in children, resulting in a decrease in outdoor play, affecting child's growth and socialization. The weakening of social capital threatens not only child's development but also the principle of democracy, facing pandemics, wars, and the climate crisis. Based on John Dewey's proposal (Democracy and Education, 1916), we will propose a direction for rebuilding social capital that will nurture the next generation according to the current situation for building a democratic and sustainable society, in the style of idea sheets (108 pattern languages) which is concluded from the research in Japan collaborating with the colleagues in UK, Netherlands, Germany, Switzerland, Sweden, and Finland.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Isami Kinoshita ¹ , Mitsunari Terada ¹ , Tim Gill ¹				
Presenters, Domicile	Japan and UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Capital, Social; Play, Outdoor; Streets, Play-Streets; Democracy				

7846	Experiences, Reflections And Learning From Running A Seasonal Community Playscheme For 30 Years.				
Abstract	We will share stories that embrace the joys and challenges of running a summer playscheme in a community. This will include and describe: (i) the advocacy role, including reassurance and support, that was required to enable the introduction of broader risk taking opportunities; (ii) the challenge of sustainability; (iii) the impact of legislation on play in Wales; (iv) the challenge of ensuring the playscheme was inclusive and the benefit of success; (v) the benefits of a shared history of experience within the community; (vi) the challenge of engaging community members in the management of the project; (vii) the impact and learning from the introduction and piloting of playwork qualifications (P3); And (viii) the joy of inspection by Care Inspectorate Wales				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Mike Greenaway ¹ , Sue Bradshaw ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Play Practitioner; Policymaker				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current; Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Playwork; Freedom; Affordances; Spaces, Open Access; Community				

7928	“It Transforms The Playground In Front Of Your Eyes.” Supporting Schools To Introduce Loose Parts Play.				
Abstract	This workshop shares practical learning and resources produced in Hungary, Poland, Scotland and Slovakia through a European Union Erasmus+ project to introduce loose parts into primary schools. From September 2020 to June 2023, a local Non-Governmental Organisation (NGO) partnered with a school in each country to offer training and practical support for loose parts play. Working together, the partners in the four countries produced a series of resources including a manual, posters, letters, workshop plans and website. Nicholson’s theory of loose parts, the playwork approach and children’s human rights underpin the approach to the project as well as connections to sustainability and climate awareness. The project included research in the schools to explore the difference loose parts play made. Children’s focus groups guided the whole process and their views will be shared through a film made with some of the children. In the workshop we will introduce the resources, and explore their practical application. This project offers an opportunity to advocate for play and provide practical support to implement loose parts play at the levels of individual schools, cities and regions. This is the ambition of presenters from GratoSfera (Poland) and East Lothian Play Association (Scotland).				
Format	Workshop				
Conference Themes			Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Kamil Maciaszek ¹ , Aleksandra Kulik ¹ , Zsuzsa Vastag ¹ , Susan Humble ¹				
Presenters, Domicile	Hungary, Poland and UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Voluntary / Charitable; Local Government				
Source Material	Practical, current				
Children’s Participation	Active in research; Active in shaping findings; Not present, but showing pre-recorded video footage				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Schools; Playwork; Europe				

7930	Hopscotch: Promoting Children's Development And Cultural Awareness Through Active Play				
Abstract	What can children learn from hopscotch? University students who were preservice teachers in Taiwan explored hopscotch games from various countries, including their own. Teams selected a country and were assigned to teach the game to their peers, following instructions published in the children's book, Hopscotch Around the World, by Lankford (1992). They focused on physical skills that children can gain through hopscotch play, including midline development, balance, muscle strength, spatial awareness, body control, rhythm, and eye-hand coordination (Jati et al., 2020; Laely & Yudi, 2018). Children's developing social skills included an emphasis on taking turns and encouraging the efforts of others. Hopscotch play also promoted enjoyment, persistence, and good sportsmanship behaviors (Sriwidari & Mustaji, 2018). The selected hopscotch games originated in Great Britain, France, Germany, India, USA, and Taiwan. Following the active demonstrations, students reflected on their experiences by writing and drawing in personal journals about play. They were surprised by the variety of patterns used in hopscotch games in different cultures (Muri, 1996; Vargova & Klim-Klimaszewska, 2021). Subsequently, these students implemented hopscotch games with Indigenous children at elementary schools. Children responded enthusiastically and practiced the games multiple times. In addition, students introduced the games to elders at senior centers and were impressed as elders reclaimed games from their childhoods.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Lin Moore ¹ , Li-Fen Jang ² , Elaine Zweig ¹				
Presenters, Domicile	Taiwan				
Presenters, Roles	Researcher; Advocate; (Educator, Professor of Early Childhood Education)				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Games, Hopscotch; Taiwan; Teachers, Preservice; Children, Indigenous; Development, Physical and Social				

7940	The Power Of Youthwork				
Abstract	Animators are fully responsible for the play possibilities on their playground. They not only provide an extensive play programme, but also ensure the complete practical organisation; for instance meal times, sign-ups, communication, evaluation ... Besides all that, they are in direct contact with the parents, also with local politics and partner organisations. In this presentation we want to tell you a little more about the conscious choice to give young people ownership and responsibility for their own playground. Young people have a lot to offer, including the dynamics between children and themselves. As a young person, they are closer to the children's world, which means that it's easier to connect at different levels. This makes playground work a true form of youth work. Youth work's mission is to actively create space for the rights of children and young people. This gives every child and youngster the opportunity to be young. As VDS we radically opt for youth work as a method for more and better playing opportunities for every child and possibilities to grow and learn for young people. By handing so much ownership to young people and allowing them to embrace it, young people learn to organise, take responsibility and educate themselves. They thus become valuable citizens in their local community. They are working on their own qualities that will be useful in many areas of their future lives. Youth work is a unique environment to experiment, fail and learn. Playground work therefore also focuses on training, coaching and supporting young people in their responsibility. In the presentation we give an insight in how we, as VDS, support the youngster on different levels. We take participants through our training sessions and courses to strengthen that power of youth work.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				Play and Children's Entitlement to Optimum Development
Presenters, Names	Tine Bergiers ¹ , Phaedra Van Driessche ¹ , Ruben Aneca ¹				
Presenters, Domicile	Belgium				
Presenters, Roles	Play Practitioner; Policymaker; (Youthworker)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Youthwork; Coaching; Opportunities; Ownership; Engagement				

8054	Funbeida Street Play For Children And Strategies To Use Street House To Promote Play Outside 'Play Echo Chamber'				
Abstract	FunBeida Street Play for Children (FunBeida) is an annual not-for-profit placemaking event of 3,000 participants which focuses on various children's play and community engagement in New Taipei City in Taiwan. Taiwan Parks & Playgrounds for Children by Children (TWPfC) has been the main street play advocator and promoter, so it also has an initiating, supporting and consulting role behind FunBeida, because play should be advocated not only by one specific group but by all different stakeholders together so everyone outside 'Play Echo Chamber' agrees play is crucial to children, community and all. TWPfC initiated FunBeida by offering the authority to local organiser(s) so they can have both freedom and flexibility to make it a play festival with a diversity of play options such as ceramic mud puddles, painting on local coaches, 'sStreet House' in the middle of the road, and sports shows (i.e. streetfootballing, streetdancing and skateboarding/rollerskating) etc. Local organiser(s) attain ownership, media attention, pocket money income in addition to social responsibility reputation, a sense of capability, belonging, and togetherness in the community. Consultation supports from TWPfC to FunBeida is limited to how play options are provided so children's free play would not be influenced by local political or commercial factors.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Christine Lee ¹				
Presenters, Domicile	Taiwan				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings; Not present, but showing pre-recorded video footage				
Covid-19 focus	No				
Keywords	Playgrounds; Streets, Play Streets; Playspace, Place-making; Engagement, Community; Children, All ages				

8059	“Even If They’re Being Bad, Maybe They Need A Chance To Run Around”: Children’s Voices On Withholding Recess				
Abstract	We describe research with teachers about withholding recess (OH, MA USA). A quality recess provides opportunities for self-directed unstructured play. Recess and play benefit children’s health and wellbeing, and, in relation to schooling, support learning, creativity and collaboration. Despite awareness of these benefits, teachers withhold or threaten to withhold recess, denying the right to play for some: Recess has value, but is a negotiable “privilege” or tool for control. We describe why teachers withhold recess, which students they withhold, and how this affects students. Even when teachers see the practice not working, teachers still deny recess. We discuss perspectives of children in 3 schools in grades 3 and 5 (MA USA) with their quotes and observations. Students recognize withholding recess is detrimental and doesn’t result in improvements in behavior and academic tasks. Many experienced anxiety, regret, and resentment about withholding recess: “Teachers...have made the same mistakes.” Many wished teachers would identify other means of discipline. We share students’ suggestions for alternatives and depictions of their dream recess. We offer strategies to integrate a quality, play-centered recess with the school’s mission for optimum student engagement and learning, to guarantee no child is denied their right to recess and play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Dale Borman Fink ³ , Cathy Ramstetter ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher; Advocate; (i) Educator, Retired Professor; (ii) Writer				
Presenters, Sectors	Academia				
Source Material	Published research				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Recess/Breaktime/Playtime; Rights, Play; Schools; Equity				

8070	Assessing And Securing Play Sufficiency In Three Rural Welsh Communities				
Abstract	In August 2022, Talgarth and District Regeneration Group commissioned Ludicology to carry out a localised play sufficiency assessment across the three rural communities of Talgarth, Three Cocks, and Llanigon. This project was funded by the UK Government through the UK Community Renewal Fund. The research, involving both children and adults, sought to establish the extent of existing opportunities for play and identify ways in which these could be further improved. The findings challenge notions of the rural idyll, with a decline and erosion of spaces for play, combined with increased traffic, serving to diminish children's opportunities. The concept plans developed through this assessment seek to address this insufficiency whilst also improving opportunities for wider community sociability. A localised play sufficiency assessment such as this generates detailed evidence to inform strategic approaches to play and urban planning at a neighbourhood level. Involving children and adults in this process can form the basis of placemaking, with emerging plans aimed at cultivating more favourable conditions for play across communities. This work is closely aligned with the Welsh Play Sufficiency Duty (part of the Children and Families (Wales) Measure 2010), The Well-being of Future Generations (Wales) Act 2015, and the placemaking approach prioritised in Planning Policy Wales 2021.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Mike Barclay ¹ , Ben Tawil ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Researcher; (Consultants)				
Presenters, Sectors	Private practice, Consultants)				
Source Material	Practical, current; Recent/current research (unpublished); Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play Sufficiency; Environments, Rural; Planning, Play; Wales				

8123	Sliding Into New Therapy Spaces: Exploring Inclusive Playgrounds In Rehabilitation Therapy				
Abstract	Inclusive playgrounds strive to offer all children unique opportunities to engage in play. While rehabilitation therapists (occupational therapists, physiotherapists, speech-language pathologists) are well-equipped to plan and implement play opportunities for children with disabilities (CWD) on playgrounds, research exploring the use of inclusive playgrounds within rehabilitation therapy (RT) is limited. This workshop will explore the perspectives of RTs' potential use of inclusive playgrounds within interventions for CWD. The first part of the workshop will entail sharing the findings from interviews with RTs across Canada. These interviews are being analyzed using Rosenbaum and Gorter's (2012) F words in childhood disability (i.e., Fitness, Function, Friendship, Family, Fun, Future). The second part of the workshop involves drawing activities and guided discussion for attendees (i.e., parents, RTs, researchers, etc.) to share unique insights and new perspectives around the following topics (a) what an ideal playground looks like, (b) how playgrounds can be incorporated within rehabilitation therapy for CWD, (c) potential barriers and facilitators to using these spaces in therapy, and (d) existing evidence-based resources about inclusive playgrounds. At the end of this workshop, attendees will have a more in-depth understanding of how playgrounds can be incorporated into therapy and generate new perspectives on inclusive playgrounds.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Nikoleta Odorico ¹ , Lyndsay Papple ¹ , Kelly Arbour-Nicitopoulos ³				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Therapy, Rehabilitation; Playground, Inclusive; Disabilities				

8215	“Frei(T)Räume“ -> Free Dreams				
Abstract	We are creating spaces that are largely free of judgement and doing so spontaneously and playfully by trying out movement and drawing exercises through little tricks of perception and leaving our own comfort zone. Have you ever drawn without looking at the paper? How can we experience and perhaps even expand our senses in a more synaesthetic way? How does sunlight sound on the skin? With what colours does the blackbird paint its song? What flavour are your dreams? Small exercises are offered here in which you can get in touch with yourself or also with other participants quickly and full of fun in an unusual way. Some of these exercises are part of the project "Frei(t)räume". This took place in different locations and formats: in 2019 in an interim use object and in 2020 in the Town Hall Gallery Munich, as well as digitally in 2021 and as a school class programme in 2022.				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Isabelle Zahradnyik ¹				
Presenters, Domicile	Germany				
Presenters, Roles	Play Practitioner; Manager/Supervisor; (Coach, Systemic Gestalt Coach)				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Training, Creativity; Synaesthesia				

8238	Play2Nurture: Bringing Together The Therapeutic Power Of Play, Playwork And Reflective Tools To Produce A Play Sanctuary				
Abstract	This workshop will introduce Play2Nurture and provide space for conversations about developing a therapeutic approach to playwork and about our cartographic evaluation. Play2Nurture is run by Play Gloucestershire (UK), who have been providing community-based outdoor play ranger services and advocating for children's play since 2007. Currently they are developing a Play Nurture approach which provides vulnerable children with time and space to play and to benefit from play's restorative and healing qualities. Play2Nurture is a three-year project that is part of this approach. It works with small groups of children over one term offering a dedicated, nurturing and playful space for them to play (the Play Sanctuary). Sessions are supported by play rangers trained in playwork and therapeutic play as well as by young volunteers and therapy dogs. The team also offer holiday sessions in an enclosed outdoor setting and weekly community sessions in a local park so Play2Nurture children can continue their contact with the team once their programme has finished. Staff attend monthly reflective sessions with a local play therapy organisation. They are also working closely with an evaluator developing an ongoing approach that uses mappings and creative approaches to reflect on how the space works to create conditions for play.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Wendy Russell ¹ , Pip Levett ²				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Rangers, Play; Children, School-age; Playwork, Therapeutic; Poverty; Methods, Critical Cartography				

8279	101 Things To Do With ‘Bamboo’				
Abstract	As one of Scotland’s leading play charities we will share learnings including key success, factors and challenges faced within our outdoor play programmes. We will share copies of our top play hints and tips as well as access to PEEKs website which will have a catalogue of loose parts ideas to support participants to embed any learning. We will also provide a practical session which will include activities such as ‘101 things to do with bamboo’ this will encourage participants to explore loose parts and increase creativity and imagination for play within their settings. At PEEK, we believe that children are the experts in play. Play Rangers act as a play champion for children, encouraging them to reclaim places and spaces for play in the hearts of communities in Glasgow such as playgrounds, parks, streets, car parks and open spaces. Children attending the outdoor play sessions are encouraged to try new things and build up resilience as this is something that has been affected by Covid-19. Play Rangers, also help children to use their imagination and creativity, contributing to their social, emotional, and physical development.				
Format	Workshop				
Conference Themes			Play and Resilience		
Presenters, Names	Anthony Stubbs ¹ , Vicky Fox ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children’s Participation	Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Community; Relationships; Connections; Resilience				

8331	Cognitive, Motor And Social Development Of Toddlers Aged 12 To 36 Months Old During The COVID-19 Pandemic In The National Capital Region, Philippines: A Single Tertiary Hospital Study				
Abstract	Background. With lockdown restrictions, toddlers during the COVID-19 pandemic had significantly reduced environmental stimulus, leading to missed opportunities for learning and play, evidenced by declining developmental assessment scores. /// Objectives. This was the first study in the Philippines to describe the cognitive, motor and social development of children aged 12-36 months during the COVID-19 pandemic. Using the Early Childhood Care and Development (ECCD) Checklist, factors correlated with increased risk of developmental delay were identified. /// Methods. A descriptive cross sectional study was done to determine risk of developmental delay. Chi-square and Multiple Logistic Regression were used to identify factors correlated with risk of developmental delay. /// Results. 145 children were included ($\mu=25.28\pm7.078$ months). Compared to pre-pandemic, more were at risk for delays in one or more developmental domains (25.5%, n=145), with odds increased by two-fold among those with daily screen time of an hour or longer ($p=0.033$, OR=3.055). 73.1% (n=145) of toddlers had daily screen time of an hour or longer, contrary to recommendations. /// Conclusion. During the COVID-19 pandemic, more toddlers were at risk for developmental delay, with odds increased with longer screen time. With these findings, we recommend for educational sectors to ensure more opportunities for play and social interaction by formulating interventions to prevent developmental delays in the midst of the pandemic. All this to help children adapt better and optimize development, as the country moves through the new normal.				
Format	Poster				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Katrina Caballas ¹ , Joselyn Alonzo-Eusebio ³				
Presenters, Domicile	Phillipines				
Presenters, Roles	Researcher; (Pediatrician, Resident)				
Presenters, Sectors	Health, hospital)				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Development; Schools; Toddlers; Pandemic; COVID-19				

8335	Parachute Games				
Abstract	A time to play - or just join in an activity - depending on where your brain is. Meynell is the author of the first full book on Parachute Games and in this play break he will take you through as many different games as he can in the time allowed. As well as playing he will talk about play and parachute games, the role of the adult and many other interesting topics. This will be a practical joining-in session but no-one will be pushed or coerced into doing something they do not want to do				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Meynell Walter ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Games, Parachute; Playwork; Children; Play, Risky; Fear				

8391	Creating environments for risky play: Understanding the Interplay between Parents, Professionals, and Policymakers				
Abstract	Playing outside is an essential part of growing up actively, socially and healthy. It is theorized that children are particularly attracted by, and benefit from, risky play situations, such as great heights, high speed, or playing with dangerous tools or elements. Opportunities for risky play, however, have declined in the last decades and outdoor play has become more spatially restricted and highly supervised. Based on interviews with parents, professionals and municipal policymakers in the Netherlands we illustrate how environments for children's risky play are produced through the interplay between these three groups of actors. Parents, as primary facilitators of their children's play, have become increasingly risk-averse and are more likely to allow their children to play in supervised environments, under the watchful eye of playworkers. Policymakers, influenced by public opinion and parents' views, worry about responsibility, and often tend to choose safer and supervised options. Professional playworkers have the expertise to provide children with opportunities for risky play, however, they too are often limited by involvement of parents and policies that prioritize safety over risk-taking. To encourage risky play, it is essential to consider the attitudes and behaviours of these three groups of actors and the interplay between them.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Kirsten Visser ¹ , Irina van Aalst ³ , Marlies Meijer ³				
Presenters, Domicile	Netherlands				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Risky; Environment; Supervision; Play, Temporary; Netherlands				

8404	The State Of Street Play In Britain				
Abstract	Children playing in the streets close to their home is thought to bring benefits for children's physical and mental wellbeing (Tranter, 2016), contribute to a sense of community (Stenning, 2020), and be an indicator of the quality of urban habitats (Gill, 2021). Despite this, street play is reported to have declined considerably in Britain in the last few decades (Playday, 2007). We investigated socio-demographic, geographic, and parental attitude predictors of street play using results of the British Children's Play Survey (Dodd et al., 2021). 1919 parents/caregivers of children aged 5–11 years answered questions about their child's play and independent mobility. Many children never play in the street (36%), but those who did, did so frequently (mean twice per week). Several socio-demographic, geographic, and parent attitude factors predicted engagement in and frequency of street play. Considerable unexplained variance may be explained by local-level features, such as street design, traffic, and community. Interestingly, children who played in the street also played more in other outdoor locations including private gardens, and less inside at home than those who did not play on the street. This suggests that street play is not merely a response to lack of access to private outdoor space.				
Format	Poster				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Lily Fitzgibbon ¹ , Rachel Nesbit ² , Helen Dodd ²				
Presenters, Domicile	UK (England) and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Children, Primary School; Streets, Play Streets; UK; Neighbourhood; Play, Outdoor				

8417	Recess 2023—Review Of Recent Research Elevates The Importance Of Recess For ALL Students				
Abstract	Dr. Bob Murray and Dr. Cathy Ramstetter, co-authors of the American Academy of Pediatrics Policy Statement on Recess, with collaborator Dr. Charlene Woodham Brickman will discuss their findings from a current review of research related to recess. Similar to the literature review conducted initially, they took a broad approach, including studies on cognition, Social-Emotional Learning, executive function, play, and physical activity, with the addition of lessons from COVID-19 on what kids need to succeed. They will present compelling research about the impact recess has on metacognition, in transferring memory traces to short-term memory for storage and retrieval later, and the importance of breaks for executive functioning and the development of the prefrontal cortex and rational thinking and reasoning. Their findings underscore the necessity of recess/breaks for all students, through adolescence, and will include recommendations for the delivery of recess/breaks in middle and high school. Their review validates the value and benefit of recess, cognitively, socially, emotionally, and physically, and reinforces the crucial role of recess as beneficial for the whole child. It also furthers the arguments that recess not be withheld for any reason and should be considered the child's time for unstructured play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Cathy Ramstetter ¹ , Robert Murray ³ , Charlene Woodham Brickman ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Community; Voluntary / Charitable; Local Government; National Government; Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	Yes				
Keywords	Recess/Breaktime/Playtime; Children; Adolescents / Teenagers / Youth; Schools				

8424	How COVID-19 Impacted On Playwork Practice – An 18 Month Longitudinal Study				
Abstract	When the United Kingdom (UK) went into Lockdown on the 23rd of March 2020, many types of playwork settings included adventure playgrounds, mobile play provision in community parks and open spaces, breakfast clubs, after-school clubs, and holiday playschemes were forced to close their doors and gates. A question placed on a playwork social media asked the question “Can Playwork be considered as a key working role?” This question formed the start of an 18 month-long longitudinal study. This presentation provides an account of how playwork was impacted by COVID-19 based on six published research studies (King, 2020a, 2020b, 2021a, 2021b, 2021c, 2022) that caught playworkers and childcare workers experiences in the ‘here and now’, as they were experiencing COVID-19 and Lockdown and how they adapted when re-opening in July 2020 and one year after in July 2022. This workshop provides an historical account of COVID-19, lockdown and playwork in the UK and open to anybody interested in play and playwork				
Format	Presentation				
Conference Themes			Play and Resilience		
Presenters, Names	Pete King ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Play Practitioner; Manager/Supervisor; Researcher; Advocate; Policymaker; (Educator, Senior Lecturer}				
Presenters, Sectors	Academia				
Source Material	Published research				
Children’s Participation	No				
Covid-19 focus	Yes				
Keywords	COVID-19; Lockdown; Playwork; Impact				

8480	IPA Canada: What Have We Been Working On Since Calgary 2017?				
Abstract	In 2017, the Canadian branch of the International Play Association (IPA) hosted the 20th IPA Triennial World Conference in Calgary, Alberta. Throughout the conference, delegates from around the world came together to discuss and explore the conference theme: Unleashing the Power of Play. Since that time, IPA-Canada has continued to advocate for the child's right to play and has worked to advance and develop several initiatives to support and celebrate children's play across the country. This poster presentation will focus on what IPA-Canada has been working on since the 2017 IPA Conference, with a particular focus on two initiatives: Declaration on the Child's Right to Play in Canada; and Play Champions program. Published in 2021, IPA-Canada's Declaration on the Child's Right to Play in Canada is intended to promote a greater understanding of what the right to play means and looks like in the lives of children and youth across Canada. More recently launched, the Play Champions program is designed to recognize individuals and organizations that demonstrate leadership in the provision of play initiatives and promoting the child's right to play in Canada. This poster presentation will offer conference delegates an opportunity to learn about and discuss these important initiatives.				
Format	Poster				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Heather Coe-Nesbitt ¹ , IPA Canada ²				
Presenters, Domicile	Canada				
Presenters, Roles	Advocate; (Officer, national play organisation)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Declaration, Play; Advocacy, Play Champion; Advocacy; Canada; IPA, Canada				

8530	Trampoline Parks – The Good Bad And The Ugly				
Abstract	Trampoline parks are a source of fun, enjoyment and exercise for children, adolescents, and adults. Like playgrounds, trampoline parks need to be designed so that users can play in an environment where the risk of injury is managed so that the frequency and severity of injuries are limited so far as is reasonably practicable. Of particular concern are the deaths and spinal injuries that have occurred around the world from trampoline park usage. This presentation will discuss the benefits of trampoline usage. It will also discuss the uglier side of the industry which can and has occurred when operators put profit ahead of user safety.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	David Eager ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Parks, Trampoline; Injuries; Pit, Foam; Impact				

8601	Original Learning: Weaving Together Playing, Learning And Teaching.				
Abstract	Being play-responsive lies at the heart of Original Learning (OL). This requires children having adequate time to play autonomously so educators can respond appropriately. OL can be viewed as a loom, where the warp threads represent play, and into it are woven learning, teaching, and the ten essential threads of wonder, curiosity, joy, knowledge, imagination, interaction, risk, time, reflection and listening. Playfulness can be found in the weft threads, especially when play-responsive educators know when to step back providing space for children to learn with joyful autonomy; teaching can never be found in the warp thread. OL is a combination of pedagogy and playwork that recognises the importance of the play-ecosystem in the learning environment; it is an approach that strives to be democratic, inclusive and decolonising, and recognises the value of all children.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Suzanne Axelsson ¹				
Presenters, Domicile	Sweden				
Presenters, Roles	Play Practitioner; Researcher; Advocate; (Educator, Teacher trainer)				
Presenters, Sectors	Community; Voluntary / Charitable; Academia				
Source Material	Practical, current; Practical, reflections on previous work; Recent/current research (unpublished); Published research				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Learning, Through play; Education, Early Childhood; Educator, Play-responsive; Learning, Democratic; Autonomy				

8605	Play, Risk And Safety: Understanding And Dealing With A Complex Situation				
Abstract	The developmental benefits of play are gradually more recognised and substantiated by research. However, the act of playing entails the exposure of players to risk and hence the possibility of accidental harm. In turn, this exposes play providers to the possibility of blame. Consequently, play provision has rubbed shoulders with those whose motivation is safety, including safety professionals, insurers, and the courts, a relationship which has at times been uneasy. This paper will draw on research and case histories as a means of describing how the situation has evolved over the last 40 years, discuss on-going issues of risk assessment and risk management, and provide some recommendations. The whole will be connected to the evolution of safety ideology more generally.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights				
Presenters, Names	David Ball ^{DK} , Laurence Ball ^{DK}				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher; (Educator, Professor of Risk Management)				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work; Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Risky; Assessment, Risk; Assessment, Safety; Decision-making				

8615	The Fairy Bot Mother - Exploring Digital And Spatial Justice At Play With Families Experiencing Poverty				
Abstract	A young boy tries to contact his friend to go out to play. With no online device at home, he's in search of a better connection. Is this a job for the Fairy Bot Mother? This practice-based research story was user-tested by families experiencing poverty in SW England, co-producing knowledge and ideas. The workshop shares the 'story-building' methodology, working with participants' aims and wishes, their responses and insights into ethical, participatory research. The pandemic exposed unequal access to both digital and public space, particularly in areas of multiple disadvantage. The project asks: where are the safe, welcoming play spaces, on and offline? How do we work together to maintain them? Community hubs and mutual aid are chinks of light shining through the cracks of the austerity decade. Yet what more action is needed? How do wider issues such as the UK Online Safety Bill, consumer tech culture, the ethics of AI and constrained access to spaces and community resources, impact upon children's right to play and possibilities?				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Mel McCree ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; Researcher; Advocate; (i) Artist; (ii) Author, children's				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Play, Digital; Spaces, Play; Methods, Participatory; Disadvantage; Storytelling				

8620	Where Play, Research And Practice Meet: Envisioning Collaboration Between Researchers And Local Organisations For Children's Right To Play.				
Abstract	Making children's right to play real requires us to bring research, practice, and policies together to understand and demonstrate the significance of play occupations in children's lives. Although a well-known challenge, where the importance of play sometimes remains 'hidden', collaboration between research and practice is pivotal to bridging the gap and enacting children's right to play. In the European P4PLAY programme, a doctoral student had the opportunity to build research with a local organisation, East Lothian Play Association. The research aims to understand children's and community members' perspectives for a play-friendly community in a deprived community of East Lothian, where children are co-researchers and with the view to impacting policies and practices. The partnership led to the creation of an Advisory Group to co-design the research's practical methodological aspects and knowledge mobilisation. This paper presents an example of how a partnership with a local play organisation supported research by giving valuable advice on familiarisation with the community, entering the field, creating connections, and recruiting participants. This collaboration leads to knowledge mobilisation and enacting actions from the research's implications. The partnership helps us to envision social transformation where implementation of the right to play is led by children's knowledge and experience.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Silvia Veiga-Seijo ¹ , Theresa Casey ² , Susan Humble ¹ , Ethan James ² , Jeanne Jackson ² , Sarah Kantartzis ²				
Presenters, Domicile	Ireland and UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Methods, Children as co-researchers; Partnership; Organisation, Play; Science, Occupational; Therapy, Occupational				

8626	Playing With Fear: Patterns Of Engagement With Recreational Fear Among 1-17-Year-Old Danish Children				
Abstract	While there is an established understanding of fear as an aversive emotion, recreational fear — when people enjoy being frightened — is still poorly understood. No systematic study has assessed how children at different ages engage across types of playful recreational fear activities. Here we present results from a survey study in which 1600 caregivers of Danish children between 1-17 years of age were asked whether their children enjoy engaging across several types of recreational fear activities, as well as with whom, where, and how often they engage in such activities. Our survey considered 19 types of playful recreational fear activities, which ranged from rough-and-tumble and high speeds activities to playful paranormal activities and social rule breaking. Our results show that, across development, children's engagement with playful recreational fear activities is high, 93% of the children being reported to engage in at least one type of recreational fear activity. Activities with the highest engagement were high speeds/heights/depths (62%), followed by movies/TV series and video games (40-44%). The least engaged in activities involved social rule breaking (9%) or pain infliction (6%). Overall, our results support the importance of looking closer across multiple types of recreational fear play activities across children's development.				
Format	Presentation				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Mihaela Taranu ¹ , Marc Malmdorf Andersen ³ , Fernando E. Rosas ³ , Helen Dodd ² , Mathias Clasen ³				
Presenters, Domicile	Denmark and UK (England)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Fear; Methods, Survey; Development, Child				

8654	Time, Space And Permission To Play: The Views Of Children.				
Abstract	Seeking children's views on their right to play is an important component of gauging how the right to play is being respected, protected and fulfilled. With Dr. David Dallimore, Play Wales has analysed surveys completed by nearly 7,000 children across Wales as part of statutory Play Sufficiency Assessments undertaken by local authorities in 2022. Through the survey, children tell us what's good about the play opportunities in their local area and tell us how satisfied they are about when, how and where they can play. They also told us about their play experiences during the times of lock-down While not a complete picture of children's thoughts and feelings, the collation of data from such a large number of participants gives the results a high degree of validity. Associated geographical data has further enabled a more nuanced analysis of the spatial and socio-economic factors that can impact on children's play experiences. Given the benefits to children and teenagers from play – and playing out in particular – the findings highlight some important messages. This presentation will; (i) introduce the Play Satisfaction Survey; (ii) share findings from the research; (iii) consider implications for policy				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Marianne Mannello ¹ , David Dallimore ³				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Children; Satisfaction; Time; Spaces, Play				

8741	The Staging Diagram: A Framework To Understand And Support Children's Gendered Performances And Negotiations During Play				
Abstract	Whilst writing my PhD, which looked at children's gendered negotiations and performances during play in out of school care, I conceptualised a new framework – Staging – to help playworkers reflect on their practice and evaluate the play environment from a gendered perspective and to best support children's gendered negotiations and performances during play. The poster is an illustration of the framework so practioners can visualise how Staging works.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Sarah Goldsmith ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Gendered; Equality, Gender; Staging; Methods, Dramaturgical analysis; Dramaturgical analysis				

8825	The Importance Of Play: Sand Play And Child Development				
Abstract	Playing with sand is often perceived as a mere child's activity without any impact on their development. However, this play has a significant role in drawing out a child's potential. Therefore, it is critical for childcare practitioners, teachers, and parents to understand each developmental stage of sand play and create a proper environment. Based on six years of observational research on children playing with sand, I will discuss the following five developmental stages in sand play: 1) Approach – encountering sand through sight, touch, and motor senses. 2) Indirect play – using objects or toys without playing with sand directly. 3) Direct sand play – playing with sand as a direct object of play (i.e., adding water, changing the shape and condition of sand). 4) Imagination and creativity – expanding ideas on what can be done with sand. 5) Art – expression and creating artwork with peers. Furthermore, I will explore the various aspects of child development that sand play elicits, such as imagination and creativity, cognition, scientific thinking, self-understanding, and self-affirmation. Reviewing video recordings of children aged from zero to seven together, I will invite all to discuss how sand play interplays with child development.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Hiroyuki Kasama ¹				
Presenters, Domicile	Japan				
Presenters, Roles	Researcher; (Educator, Professor)				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Sand; Parents; Development; Environment; Teachers				

8835	Play For All : Programs That Address Nature And Play Equity For Young Children				
Abstract	Current research points to child-led play, ideally in nature, as essential for whole-child health and development. Despite this, many young children experience overly academic practices that prioritize indoor, adult-directed learning and limited opportunities for meaningful, self-directed play. Childcare settings and public schools are uniquely poised to equitably address some of the barriers that separate children from nature and play-rich childhoods. This session will highlight two equity-driven programs that support early childhood educators and public-school teachers in developing the resources, skills, practices, and self-efficacy to offer child-led play, with a focus on nature-play, to the children in their care.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Susan Chlebowski ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Community;				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Nature; Equity, Play; Training, Teacher; Children, 0-8; Pennsylvania, USA				

8859	Play for the Planet: cutting our carbon footprint through sustainable play				
Abstract	Our workshop will explore climate change in the context of play, engage participants in discussion and consider the positive impacts of reducing the carbon footprint of your work. It will consider • An introduction to climate change. • The importance of listening to children and young people when planning decarbonising activities. • Types of sustainable resources that are available and the benefits of using them: - Use of loose parts and household materials. - Lending schemes such as toy libraries and scrap stores. - Utilising the natural local environment more in your settings such as woodlands, beaches and green spaces like parks. In Reflection and discussion, we will consider: - What sustainable resources could you utilise better within your project or organisation? - What action points will you consider taking back in your project or organisation?				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Aimee Hunt ¹ , James Coupe ¹ , Sharon Smith ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Climate change, play and; Nature; Resources, Sustainable Play; Play, All-ages; Environments, Local				

8884	Film Presentation - Play Wales				
Abstract	Play Wales has commissioned an award winning film and documentary maker to develop a short film about children's play. This thought provoking new film, which will be launched shortly before the conference, explores children's and adults attitudes towards playing. With a strong focus on children's voices, the film highlights children's own recognition of the role playing has in their lives, in particular towards their mental and physical wellbeing. It also strongly underscores how play is important for the here and now to create moments of being well in children's everyday lives. Shot in locations all over Wales, the film provides an insight into the places where children play, from staffed settings like schools, nurseries and playwork settings, to community and natural spaces. This presentation will include a screening of the film and the opportunity for questions, reflection and discussion				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Martin King-Sheard ¹ , Mike Greenaway ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Voluntary / Charitable				
Source Material	(Promoting play)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Community; Playwork; Schools; Voices, Children's				

8885	Listening To Children's Voices As A Socially-Engaged Practice				
Abstract	Quality in early childhood education and care (ECEC) has become an increasing concern in recent years. This issue has constantly been discussed by different stakeholders. Nevertheless, the rising concern on quality in ECEC has not taken into a serious account of children's perspectives. Hong Kong, with an academic-driven education system, is no exception. Children's voices and perspectives have been neglected under the neoliberal impact on education in a Chinese society. Engaging children's voices have thus become an important matter in Hong Kong society. This paper argues that children's participation in socially engaged art can provide an alternative practice for children through which their voices and realities can be made visible, thus provoking more public awareness of these issues when discussing quality in ECEC. This paper presents two children's play vignettes generated from an arts-based studio project entitled Project Superheroes, which created a community participatory platform to encourage both children's meaning making and adults' active engagement with their voices. The two reported vignettes show how this socially engaged art project has enabled children to voice their thoughts and emotions, which in turn shed light on their realities. The findings offer critical reflections on how to improve quality in ECEC by redeveloping trust and respect among adults and children through listening to children's perspectives.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Suzannie Leung ¹				
Presenters, Domicile	Hong Kong				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Voices, Children's; Art				

8894	The Sustaining Power Of Play: Living Loose Parts				
Abstract	From a 3-year-old child's theories about changes to the playground trees in the autumn to a class of 4-year-olds' daily investigations of a nearby stream, viewing loose parts play as including respectful interactions with living things, from bugs and plants to pets and friends, allows us to observe complex ideas expressed through young children's language and play. In this session, we'll share observations and photographs from a variety of settings, from schools to parks to elder care, to illustrate extending loose parts play beyond a collection of objects to interactive play with living things through a constructivist lens. Living loose parts play is a catalyst for spontaneous joy and lively conversations which can address language loss and social disconnection that has occurred throughout the global pandemic, especially in the United States where parents of young children continued to work from home, while facilitating online schooling and minding babies. This presentation focuses on stories currently being collected for a practitioner book, <i>Living Loose Parts: Creatures of Curiosity</i>.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Laura Wilhelm ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Development, Social; Language; Joy; Development, Emotional				

8932	Bridging Science And Creativity Through Loose Parts Play				
Abstract	When provided access to environments containing loose parts, our preliminary data has shown that children consistently engage in construction play (building something), allowing them to experiment with ideas related to science and the creative arts. This presentation includes stories and photographs from events co-created with children in inner-city and urban community settings in several areas of New York State. At these events, children of all ages and ability levels had opportunities to bridge the worlds of science and the arts, creating their own play experiences and experiments out of loose parts. Children with disabilities, from economically diverse backgrounds, and those with language differences used recycled materials, pieces of driftwood, tires, sticks, and strings to create pulleys testing laws of physics and spaceships heading for distant worlds. We will share practical details of how we created these spaces, solved problems as they emerged, and worked toward inclusivity. Audience members will be invited to participate in a small loose parts play experience and to reflect on how we can provide more of these spaces that allow all children to create bridges between the worlds of science and creativity through play and exploration.				
Format	Workshop				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Kimberly Wilkinson ¹ , Sandra Norton ³				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Practical, current; Practical, reflections on previous work; Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Play, Loose Parts; Science & Engineering; Playspace, urban; USA; New York				

8949	Bring Education Outdoors: An Educator-Led Tool To Promote Outdoor Play And Learning In Schools				
Abstract	Schools offer rich opportunities for equitable outdoor play and learning. Outdoor play and learning can promote resilience, self-confidence, social connectedness, increased engagement in learning, physical activity and risk management. Despite a desire to incorporate learning outdoors, Canadian educators encounter challenges accessing appropriate outdoor learning environments and often face barriers from the school community and the education system itself. These barriers are often influenced by local school culture and society's risk-averse perspectives towards outdoor play and learning. This presentation will review barriers based on research conducted with Canadian educators and showcase an online tool (https://outsideplay.ca) created by the Play Outside UBC lab in collaboration with Canadian educators to address these challenges. Grounded in behaviour change theory and practice, this tool privileges the voices of educators and highlights practical solutions to basic challenges, building educator agency and a sense of community in this shared work. Areas of focus include noticing and naming what outdoor play and learning can look like in schools; how to get started with outdoor play and learning; how to leverage an emergent curriculum with outdoor play and learning; and, how to assess curricular learning with outdoor play and learning.				
Format	Presentation				
Conference Themes			Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Megan Zeni ¹ , Mariana Brussoni ¹ , Emma Raaflaub ³ , Christina Han ³				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor; Play, Risky; Learning, Emergent; Environments, Urban; Children, Elementary school-aged				

9002	Proposing A Complexity Framework Of Play – Preliminary Findings From Literature And The Scottish Play Policy Experience				
Abstract	Play is recognized as a fundamental right in the UN Convention on the Rights of the Child. Scotland is one of the few countries that has created a national play policy and has taken action over the last ten years to promote children's development, health and wellbeing through play. Addressing play is a complex matter. In this presentation I will propose a preliminary framework, drawing on complexity theory, to support the understanding of play. The preliminary complexity play framework has been created using a multi-step process. First, the Scottish play policy was examined for key concepts associated with play. Next key elements and relationships discussed in the literature were identified and a preliminary complexity framework was developed. Concurrently, informal meetings were held with key stakeholders involved with the development and implementation of the Scottish play policy to gain further insights into the policy and the experiences associated with its implementation. The draft complexity play framework comprises key elements and sub elements that maybe important to consider when addressing play. As future work refines this draft framework it is anticipated that it will be useful in the development, implementation and evaluation of policies addressing children's development, health and wellbeing through play.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Sabine Vincon ¹ , Jeanne Jackson ² , Helene Polatajko ³ , Duncan Pentland ³				
Presenters, Domicile	Canada, Ireland and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Complexity				

9045	Building A Workforce Of Playworkers Across The Globe				
Abstract	Playwork is a profession that puts the facilitation of children's play, and the creation of environments for play, central to practice. Playwork has its roots in the adventure playgrounds of the UK. The last 10-15 years has seen playwork becoming a global phenomenon. With more and more practitioners outside of the UK using and understanding playwork theory and putting the playwork principles at the heart of their practice. The result is that playwork can no longer be seen solely as a UK profession, or something that only happens in designated playwork settings. The playwork principles are a set of guiding principles that define what playwork is. What we are now seeing is those principles being applied in schools, youth work settings, by social pedagogues, in outdoor education, community work, hospitals, humanitarian efforts and elsewhere. https://www.playwales.org.uk/eng/playworkprinciples This workshop will begin with a brief exploration of playwork in the UK and how things are currently developing for our workforce. More importantly, we want to move on to discussion with practitioners from outside of the UK about the future of playwork practice and the application of playwork principles in other Countries and other contexts.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Martin King-Sheard ¹ , Kirsty Wilson ¹ , Karen Benjamin ¹				
Presenters, Domicile	UK (England) and UK (Wales)				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playwork; Principles, Playwork; Playworkers; Facilitation; Environments, Play				

9066	Promoting Childhoods Full Of Play				
Abstract	Playful Childhoods is a Play Wales campaign that aims to help parents and carers give children time, space and support to play at home and in their local community. A dedicated website and social media activity provide advice, top tips and helpful hints for parents and community members to support children of all ages to get what they need most out of play. Community engagement activities and focused public education campaigns are informed by the views of children. Recent campaigns include a focus on teenage play, outdoor play, and time for play. They are thought provoking and implore adults to advocate and provide for play. Our website includes lots of ideas and resources to help parents and carers support children of all ages to get what they need most out of play. The poster will highlight recent child-informed campaigns, share examples of information and inspire others to start a conversation about play.				
Format	Poster				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Angharad Wyn Jones ¹ , Marianne Mannello ¹				
Presenters, Domicile	UK (Wales)				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Advocacy; Campaigns, Play; Parents; Community				

9069	Players As Architects: Designing A Social City Through Play Activation				
Abstract	In this paper, I present a grounded theory (Charmaz, 2014) for increasing community child-structured play co-constructed through interviews and action research that led to the foundation of a community-based organization. The organization, Project Play YQR, is dedicated to increasing play access and awareness in Regina, Saskatchewan, Canada, on Treaty 4 territory. The presentation tells a visual story, using photographs, of Project Play YQR and how we came to offer free, child/ family-led play gatherings at parks, libraries, and art galleries around the city with free food and transportation to over 500 families and counting. Families who attend Project Play YQR's gatherings report that the gatherings affect their sense of belonging, play networks, and the time they spend together with their loved ones outside of the program. Project Play YQR's growth has been community-informed through constant feedback processes and community engagement. Interest in attending Project Play YQR's free events is high and through this presentation I explore the challenges of mitigating high interest and attempting to prioritize registration based on need. I explore the practical uses, challenges, and learnings of urban play activation and community work, with a concluding discussion of children and playful people as social community architects.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Whitney Blaisdell ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Play Practitioner; Researcher; Advocate				
Presenters, Sectors	Community				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Urban; Environments, Cities; Activation, Play; Activism; Organizations, Community				

9087	Navigating Children's Lives Through The Metaphor In Play Therapy				
Abstract	The first 10 minutes will introduce the purpose of Non-directive Play therapy and it's theoretical underpinnings. Particularly, looking at Virginia Axline's approaches to play therapy and the boundaries and ethical basis of the work. A brief reflection of a case study will help give a concrete example of how play therapy can help children. There will then be a 10 minute discussion about the use of the metaphor in helping children to express themselves and how we can use this to understand and make sense of children, a group puppet exercise will be used to illustrate this. For the last 10 minutes, participants will be invited to take part in sand tray work, where they will be invited to select miniatures and place them in a sand tray, from which they will be encouraged to explore their choices and the meanings of the selected objects. This will be observed by other participants and participants will be encouraged to consider events or people which they consider as positive in their lives, to ensure that their wellbeing and privacy is safeguarded. The overall purpose of the workshop is to look at play as a listening tool for supporting children recovery and resilience.				
Format	Workshop				
Conference Themes			Play and Resilience		
Presenters, Names	Georgina Thacker ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	(Private practice, researcher and therapist)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Therapy, Play; Metaphor, Use of; Recovery, Trauma; Resilience				

9093	Adventure Playgrounds And The Maker Movement				
Abstract	This presentation explores the potential interplay between two emerging social movements, the Maker Movement and the Adventure Playground movement. The Maker Movement involves designing and building creations from scratch and is increasingly being embraced by children and adolescents. The Adventure Playground movement creates unstructured environments that support children in free-range, play-based learning. Both environments support play, experimentation and discovery, and there is potential for creating truly innovative play spaces by combining thoughtful landscapes, novel materials choices and unlikely technology. This talk discusses how these movements might be blended to create learning environments best suited to 21st century mindsets.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Kevin Mills ¹				
Presenters, Domicile	USA				
Presenters, Roles	Play Practitioner; (Designer, industrial)				
Presenters, Sectors	Private practice, design and fabrication)				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playground, Adventure; Movement, Maker Movement; Play, Hybrid; Tinkering				

9155	Introducing A New Audit To Investigate Play Value For Inclusion In Community Playgrounds				
Abstract	Often playgrounds are built following standards and regulations neglecting what children prefer and wish for their outdoor play. This is especially true for children who are identified to be most at risk for play deprivation such as children with disabilities. Research and practice require solutions to evaluate existing playgrounds to ensure children's right to play. The purpose of this workshop is to introduce and test a newly developed evidence-informed audit tool. This audit is an observer-rated evaluation of the environmental qualities in community playgrounds. The audit aims to evaluate a playground's "potential play value for inclusion" by rating observable qualities of the environment that contribute to play value for inclusion. The workshop will introduce the audit tool, its development process, its intended use, and will elaborate on the play value for inclusion construct. Participants of the workshop will be invited to test the audit (through video observation). As this audit tool is currently under development the participants will be invited to share feedback. The workshop is open to anyone but especially people responsible for playground provision and evaluation, advocates for children's right to play, and professionals who work with children with disabilities are addressed.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Thomas Morgenthaler ¹ , Helen Lynch ² , Duncan Pentland ² , Christina Schulze ¹				
Presenters, Domicile	Ireland, Switzerland and UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Value, Play; Playgrounds; Methods, Evaluation; Play, Outdoor; Inclusion				

9206	Play Conference For The Future				
Abstract	Elegy for a Play Conference. Last time was great – but few extra children. Inclusive play – but few extra children. Prestigious play facilities – but few extra children. Profound playwork principles – but few extra children. Good News from Next IPA Conference ??? In our town, 2278 extra children can now play outdoors unsupervised most days – up from 197. In our housing estate, the traffic control measures mean that 84 children can now play unsupervised outdoors (up from 27). Rob Wheway proclaims – Support for the right to play should lead to freedom to play which should lead to a verifiable extra number of children who can play outdoors most days unsupervised. Rob has worked in children’s play for over 51 years. He is the play consultant with the widest experience of play opportunities in the UK. He is an acknowledged expert in adventure playgrounds, fixed equipment playgrounds, play in the environment and other play opportunities. He can speak authoritatively on why children have less freedom to play now than they did when the rights of the child were formulated. More importantly he knows how we can increase the number of children who have the freedom to play.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights			Play and the creation of environments	
Presenters, Names	Rob Wheway ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher; Advocate; Policymaker				
Presenters, Sectors	(Private practice, Consultants)				
Source Material	Recent/current research (unpublished)				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Freedom; Environment; Streets, Play Streets; Play, Free; Play, Unsupervised				

9212	Documenting And Archiving Play Spaces - Is It Important?				
Abstract	In 2022 Hackney Marsh Adventure Playground celebrated its 50th anniversary year. '50 days of Play' project was a celebrational media memory project which promoted the history and memories of yesteryears and current play practice. '50 days of Play' media project was a great opportunity to reflect on what has come before and record active play methods for future archives. The objective of the project was like pulling together a 'family photo album' for the community. An opportunity to commit to history the value, impact and love for a space, not only for children who play here now but those who played here over the years and future reference. This poster will show transitory memories though combinatorially defined archives vox pops, videos and photographs from Hackney Marsh Adventure Playground. '50 days of Play' project stimulated the joy and wonder of play and provoked the question: if play exists only briefly, is it important to record play actions of children, achievements, happiness, fun and laughter?				
Format	Poster				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Angela Day ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner				
Presenters, Sectors	Local Government				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Methods, Archives; History; Memories; Playground, Adventure; Community				

9221	Outdoor Play In Scotland: Way Back To The Future				
Abstract	In 2018, Inspiring Scotland brought together a group of academics and organisations from education, childcare, healthcare, environment and government to create Scotland's Outdoor Play and Learning Coalition. The Coalition created a bold position statement which committed signatories to working together to embed playing and learning outdoors as an everyday activity and a fundamental part of growing up in Scotland. In May 2022 the Minister for Children and Young People described outdoor play in Scotland as "a movement, a revolution". This has been built over a considerable period by committed practitioners, academics and policy makers, themselves standing on the shoulders of early pioneers, all working to a common aim. In Scotland we often excel within our individual silos of practice, research or policy, but they do not always join up to make change happen nationally. For outdoor play, we are seeing authentic entanglement in action. The outdoor play movement is also connected to a wider environmental, artistic, community and cultural renaissance happening across Scotland, with many spheres of public life aligning around a common place-based narrative. This workshop will present case studies to explore how heritage, culture and environment can root children to place; enabling both children and communities to flourish.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Mairi Ferris ¹ , Henry Mathias ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Manager/Supervisor; Advocate; (Funder)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current; Practical, reflections on previous work				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play, Outdoor; Scotland; Nature; Placemaking; Heritage				

9252	Participatory Planning With Young Children: Co-Designing Outdoor Space Modifications At Vancouver Child Care Centres				
Abstract	Participation in outdoor play has unique benefits for children's development, health and overall well-being (Brussoni et al., 2015; Sandseter & Kennair, 2011). Children's experiences at child care provide essential opportunities to engage in outdoor play and create positive life-long outdoor practices. This qualitative study aims to understand young children's perspectives of outdoor affordances at child care to influence future built environment modifications. This study included 20 children aged 3-5 years at two child care centres in Vancouver, Canada. The Mosaic Approach (Clark & Moss, 2011) guided qualitative interviews, observations, walk-along tours, plant voting and map-making with participating children. Children highlighted preferred areas for outdoor play participation, including the sandbox, climbing structures, and tricycle paths, as well as opportunities for new additions to their outdoor spaces. Based on the children's feedback, researchers, early childhood educators and children worked collaboratively to design and implement changes to the outdoor spaces at the participating child care centres. Modifications included enhanced vegetable gardens, improved circulation spaces, additional loose parts and new equipment to support risky play. This poster will showcase children's feedback and the child-centered built environment modifications at participating child care centres in this study.				
Format	Poster				
Conference Themes				Play and the creation of environments	
Presenters, Names	Rachel Ramsden ¹ , Ian Pike ³ , Sally Thorne ³ , Mariana Brussoni ² , Emily Jenkins ³				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Planning, Participatory; Children, Pre-school; Childcare; Environments, Outdoor; Planning, Urban				

9373	The Play's The Thing				
Abstract	For several years Drama & Performing Arts students from the University of Gloucestershire have worked with children & young people from Play Torbay to create Quests in a range of spaces. These 'playful journeys' use the stimuli of local history to create, through play & drama, inclusive and immersive performances in collaboration with the young participants. These playful, drama/arts performances take children and family audiences on a promenade journey, telling stories from the children & young people's perspective and bringing the local urban environment to life. The children involved are generally those excluded from school due to a range of individual needs, but who thrive through a playful approach and a natural instinct to story tell, developing skills of working together and celebrating their creativity in drama, dance and music. The approach ensures children and young people are listened to and their ideas incorporated into a final devised performance. There are many links between play and drama and Quests naturally use children and young people's ability to use their imaginations to tell stories. This session will explore these links, referring to Hughes's (2002) 'Play Types'				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		
Presenters, Names	Karen Benjamin ¹ , Tanny Stobart ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Play Practitioner; (i) Educator, lecturer; (ii) Comedy Improviser				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Drama; Environment				

9493	Once There Is Space, There Is Breath - The BRUT Summer NON School				
Abstract	Adolescents are experiencing their exclusion from public spaces, despite the benefits of play, including imaginary, creative, social and outdoor play being increasingly recognised for this age group as well. Their wants and needs are rarely involved in the formation of their living environments, shaped primarily to fit adult needs. Too old for the playground, and having little attachment to their neighbourhoods, the impression of exclusion from public space can become internalised, with profound effects on young people's mental health. The workshop will present an initiative to tackle these issues, the BRUT summer NON school, through the screening of a resulting film and connected discussion. The NON school was a 10 days creative programme in the summer of 2021, for young people (13-18) living in high-rise-dominated areas in Glasgow. Responding to the above-mentioned issues worsened by the global pandemic, it to re-addressed the role of public space and rethought how it can be utilized for young people's well-being post-isolation. Together, we examined participants' needs and wants connected to body movement, sports, and urban areas that allow for playful activities and social get-togethers. They created their own space through creative experiments, seemingly making a mess of the yard of Civic House, a community space in Glasgow. Through its participatory approach, the summer NON school encouraged young people to stay active, take charge of their urban space and organise within. The presentation will highlight the inputs of the participants as well as how the used format allowed for a truly participatory process, recognising the support young people may require. The project was realised in collaboration with Civic House, LINKES Community Project, Glasgow Tool Library and Baltic Street Adventure Playground.				
Format	Workshop				
Conference Themes				Play and the creation of environments	
Presenters, Names	Anna Tudos ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Researcher				
Presenters, Sectors	Private practice, public art)				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Participation; Space, Making; Movement; Adolescents / Teenagers / Youth				

9599	In Defense Of Play: Restoring The Link Between High Quality And Child Development				
Abstract	Despite decades of research on the importance of play for optimal child development, we continue to see a rise in the proliferation of harmful curricula and pedagogies for young children. Educators trained in child development know how to provide high-quality early childhood education and care through play. Unfortunately, lawmakers and elected officials in the United States are allowing corporations and consultants to push inappropriate curriculums and instructional strategies under a misguided belief that high quality must be tied to academic learning and rigid teacher-directed practices. Recent findings from the first randomized controlled study of publicly funded pre-kindergarten programs in Tennessee make it clear that an early emphasis on academics does not lead to improved outcomes beyond kindergarten, and in fact, leads to worse outcomes by 6th grade. As advocates for a just and equitable early childhood for all children, we are using these findings to advocate for restoring the link between play and child development. Our executive director will provide an overview of our national advocacy campaign to promote play as high-quality early childhood education in the United States. We hope our work will encourage others to collaborate to defend play as essential for ensuring all children experience high-quality early childhood education.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Denisha Jones ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Development, Child; Children, Pre-school; Schools, Pre-school; Advocacy				

9711	IPA Access To Play In Crisis: Rights And Practice Toolkit				
Abstract	Access to Play for Children in Situations of Crisis Toolkit (International Play Association, 2017) was 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 is as relevant in 2023 as it was in 2017. It aims to support everyday, community- based play opportunities for children in crisis situations and to bring about change at two levels: (i) the practical application of children's right to play within programmes for children in situations of crisis; (ii) and a raised awareness of this right at a strategic level so that the resources and networks will support sustainable impact. IPA's aim for the toolkit is that more local and international organisations working for children in crisis will fulfil and implement children's right to play. Our aim for the poster is that participants will take away (i) a deeper understanding of play in the context of crisis; and (ii) underpinning concepts to consider further in relation to their own area of work, drawing particular attention to resources in the toolkit.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood	Play and Resilience		Play and Children's Entitlement to Optimum Development
Presenters, Names	Marianne Mannello ² , Martin King-Sheard ¹ , Theresa Casey ²				
Presenters, Domicile	UK (Scotland) and UK (Wales)				
Presenters, Roles	Advocate				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Crisis, Play and; Rights; International				

9728	The Value Of The Play Cycle To OSHC Educators				
Abstract	Australian OSHC educators are encouraged to strive for an inclusive environment for all children. For children with Autism Spectrum Disorder (ASD), lack of proper understanding by educators about their condition may make it difficult for them to engage within an OSHC service.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Fiona McKay ¹ , Jennifer Cartmel ¹				
Presenters, Domicile	Australia				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Play Cycle; Autism; Care, Outside school hours				

9729	Teenagers And Public Space In Scotland				
Abstract	Teenagers are often-overlooked when it comes to play needs and the design of public space. While they may often be considered a ‘nuisance’ by other users, teenagers themselves complain of little to do in their time outwith school and online spaces. This project, conducted by A Place in Childhood on behalf of Sustrans, sought to understand what teenagers need from public space, and how they may most effectively be involved in placemaking projects. By working in 3 case study areas, spanning Scotland’s urban and rural communities, we conducted a Participatory Action Research project that involved both face to face work to map communities with young people, and a series of online workshops. In the latter, young people and local and national stakeholders were brought together for shared dialogue on strategy in and beyond their home locations. In each case study area, the work also links with a live project on-the-ground, funded through Sustrans’ Places for Everyone Scheme. The findings relate strongly to tackling the root causes of anti-social behaviour by and towards young people, and improving the safety of girls and young women. Fundamental to this is increasing the number of purposeful and meaningful things for young people to do, as well as more space for teenagers to simply play and hang-out without feeling judged or marginalised. In this presentation, we will describe the methodology, findings of this work and resulting actions as the recommendations are being embedded across Sustrans’ infrastructure and placemaking projects. It focuses on how the better inclusion of teenagers in planning and design can improve their play and hang-out opportunities, and curb the tide of young people living their lives increasingly indoors.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Jenny Wood ¹ , Jamie Hamilton ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Recent/current research (unpublished)				
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Adolescents / Teenagers / Youth; Scotland; Space, Public; Behaviour, Anti-social;				

9733	Digital Play Psychogeography And Creative Placemaking				
Abstract	This is a presentation of two creative placemaking projects with primary school children in three schools in Wester Hailes, Edinburgh. The projects were undertaken with local arts centre WHALE Arts and researchers from Edinburgh Napier University. Both projects were participatory and used psychogeography to capture the lived experience of the young people who participated in the project. Both projects involved playful creative technology activities. The first project, Digimapping was funded by internal public engagement funds. This involved building large scale physical interactive maps that incorporate children's drawings of places of local importance. Touching pictures triggers sound recordings made by the children. The second project Let's Play Wester Hailes involved the children making games for bespoke arcade machines. This project was funded by a Royal Academy of Engineers Ingenious fund. Wester Hailes is listed as a site of multiple deprivation and has historically been the beneficiary of top-down government interventions. The aim of these projects was to engage local children in a playful activity that would help communicate their values and lived experience. We would like to offer conference attendees the opportunity to play with the maps and games made by our participants.				
Format	Workshop				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Tom Flint ¹ , Fiona Stewart ² , Tanis Grandison ³ , Craig Tyrie ³				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Practical, current				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Space, Placemaking; Technology; Participation; Psychogeography				

9748	Play In Transition: Pokemon From Kid To Adult In Suburban Canada 1998-2020				
Abstract	Internet technologies have had significant impact on contemporary digital game play practices. These practices are highly communicative, relying on the Internet and online platforms for discussion, optimizing play, and playing with others. This research reformulates metaplay as a means of analyzing contemporary digital game play practices. In this qualitative study, I interview 15 adult Pokémon players (aged 18-34) in the “District”, a region outside of major Canadian city featuring a historical industrial sector, with primarily suburban and rural geographical characteristics. Pokémon provides an excellent case study for insights into transitions of play practices from child to adult, as well as providing perspectives of adult players towards their own children’s current play practices, contextualized by 25 years of Internet and communication technology development, rapid infrastructural development, and changes in attitudes towards public play. The research finds that although the participants hold positive views towards online play, there is strong desire for local play. Participants acknowledge challenges for children playing Pokémon today as they reflect on their past play and their own children’s play practices. The research highlights challenges for play in the District via lack of public green space, infrastructural and digital divides, and affordability issues, barriers amplified for children.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Allen Kempton ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children’s Participation	No				
Covid-19 focus	No				
Keywords	Play, Metaplay; Pokemon; Canada; Barriers, Play; Play, All-ages				

9776	Building Inclusive Outdoor Community Play Across Scotland				
Abstract	Thrive Outdoors is funded by Scottish Government to administer the Outdoor Community Play fund, supporting 33 charities to deliver free, outdoor, community play in Scotland's most deprived communities. Five of the charities, in diverse settings, are working to pilot inclusive and accessible outdoor play with children who have additional support needs (ASN) and their families. The settings include a residential school, open access neighbourhood provision, a woodland setting and an adventure playground. At least 30% of the pupil population in Scotland is identified as having ASN. With the impact of Covid-19 and cost-of-living crisis, we can only expect this number to rise due to implications for wellbeing, development, motor skills and communication. It's vital that the right to play of all children is supported through our play practice and provision. We have found that providing a local, inclusive and accessible space, with trusted adults who understand play, is delivering a multitude of benefits to the well-being and participation of children and families. The pilot puts children and families' experience at the centre to learn about what works and share it widely to increase inclusive provision. The resources produced by the children and pilot charities will be shared at the conference.				
Format	Workshop				
Conference Themes		Play and the Quality of Childhood			
Presenters, Names	Melodie Crumlin ¹ , Sarah Scott ¹ , Theresa Casey ¹ , Paul Mcilvenny ¹ , Deborah Henderson ¹ , Wendy Binnie ¹ , Gill Thomson ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Funder)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Inclusive; Play, Outdoor; ASN; Scotland; Family				

9778	Physical And Social Play Affordances In Urban Neighborhoods Of Kolkata				
Abstract	The study takes place in three urban neighborhoods of Kolkata, one of the largest metropolitans of India. Through behavioral observations of children at more than ten outdoor play spaces, and interviews with about fifty children, the study tries to identify the physical aspects of the built environment that supports outdoor play. A comparative analysis is done for the three neighborhoods that differ in chronology of origin, morphology, and spatial layout. The study identifies varying affordances among the neighborhoods in street layout, play space design, and building morphology that support or restrict play typologies. Generic design features such as an incline (of a slide or the sloping roofs of an informal shop), a tower (be it the top of a slide, or the top of a climbing structure), are found to be quite useful in encouraging multiple play typologies (like solitary play, competitive play, imaginative play, and adventurous play). In street design, the study finds streets with wider sidewalks and no sidewalks preferable for play, than streets with narrow sidewalks. Insightful knowledge is also gained about the social affordances of play like adult perceptions and their interventions that impact children's play behavior in terms of what they play, who they play with, when they play, and if they play at all.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Arindam Roy ¹				
Presenters, Domicile	USA				
Presenters, Roles	Researcher				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research				
Covid-19 focus	No				
Keywords	Affordances, Play; Global South; Neighbourhood; Cities, High-density				

9849	Planning For Play And The Journey Towards Play Sufficiency; How Scotland's Policy Landscape Has Developed To Support Children And Young People's Participation				
Abstract	Play Scotland have long worked for children's rights to be at the heart of place-making to ensure their right to play and promote their wellbeing. As a result, the play policy and legal framework is strong, with children's right to have a say in planning for play opportunities now enshrined in Scots Law. Play Scotland has influenced a range of policies to address play as a social justice issue. With a Statutory Duty for Play and a Duty for Children's Participation in the Planning (Scotland) Act 2019, they continue to work with stakeholders and the Scottish Government to support the implementation of the Play Sufficiency Duty and help shape the guidance and regulations. Play Scotland has co-created tools with children and young people to ensure that children have a voice in planning, a higher priority in the public realm, enjoy more street play and are provided with adequate resources, time, permission, and space to play and thrive. Working in partnership with the Scottish Government and Local Authorities, Play Scotland has developed the key themes that make up a Play Sufficiency Assessment. These developments represent a game changing moment for children and young people's participation in all policy areas in Scotland.				
Format	Presentation				
Conference Themes				Play and the creation of environments	
Presenters, Names	Cherie Morgan ¹ , Marguerite Hunter Blair ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Executive, Director of Projects, National Organisation for Play)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	(Promoting play)				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Space, Placemaking; Play, Play Sufficiency; Policy, Health; Practitioners, Health Play				

9886	Hop Up: How A Pop-Up Playground Came To Life, Co-Creatively From The Bottom-Up, And Enables Free Play Again.				
Abstract	Today's children grow up in a world where the freedom to go out and explore is disappearing. More and more they spend their free time indoors in uninspiring environments with a temporary play function. This stunts their natural development and creativity. Hop Up, a contraction of grasshopper and pop-up, tackle's that challenge. With the Hop Up Playgrounds, (temporary) play environments pop up in places where children spend their time. It ensures that children will once again have access to the space they need to play freely. Hop Up is an initiative of Blenders, a Belgian non-profit active in innovation and pedagogical support for childcare. We gather children and professionals from childcare, education, and youth service to exchange ideas and develop solutions. With a strong vision on children, play and the space they need to play the Hop Up Playgrounds were born, co-creatively from the bottom-up. In this presentation we tell you all about this journey: the challenges we tackled, our vision on children and play and how we translated those in design principles for a pop-up play environment, how we involved children and other stakeholders throughout the process, and finally how we ensured a sustainable, local production of the playground.				
Format	Presentation				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Eva Maréchal ¹ , Ilse Van Gorp ²				
Presenters, Domicile	Belgium				
Presenters, Roles	Play Practitioner; Advocate				
Presenters, Sectors	(Not-for-profit/Social Enterprise, Childcare)				
Source Material	Practical, current				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Environment, Play; Playgrounds, Pop-up; Participation, Child; Play, Free; Children, 3-12				

9905	Urban Landscape And Play Opportunities For Children In Extremely Densely Populated City, Dhaka- Bangladesh.				
Abstract	The early childhood is considered a sensitive period that interacts and modifies the structures and functions of the developing brain alongside that of the body. Changes in contemporary societies affect childhood experiences. For example, time and provision for outdoor activities being reduced, diverting children's play opportunities, habits and activities from outdoors to indoors and so contributing to lifestyles that are more sedentary. Recent trends of addiction to electronic gadgets, screen-based play and an inclination towards indoor games have exacerbated these trends globally. In the context of rapidly urbanising cities in developing countries, such as Dhaka in Bangladesh, where significant densification of residential areas in both built and population aspects is taking place, the opportunities for using the outdoors for learning and playing in neighbourhood parks, playgrounds, sports fields and streets, which were once common, are now absent in most neighbourhoods. Increased stress and low levels of physical activity are two leading contributors to premature death in developing nations and cities like Dhaka (World Health Organisation, 2006). This research investigates the potential to reverse this trend in Dhaka by examining the potential to create play spaces, both temporary and permanent in selected case study neighbourhoods.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Tasniva Rahman Mumu ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Researcher; Advocate				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	Active in research; Active in shaping findings				
Covid-19 focus	Yes				
Keywords	Well-being; Environments, Cities play; Environments, Urban				

9926	Playtalkread: Mobile Parenting Support For The Early Years				
Abstract	Pop on board our double-decker bus Benji to learn about PlayTalkRead. Smart Play Network deliver this National Roadshow on behalf of the Scottish Government. Our teams travel across Scotland supporting parents and their young children to play, talk and read together through drop-in sessions, sensory tours and partnership work. We have recently extended the programme to include a specific focus on early speech and language. Come and explore Benji: *Learn about the importance of encouraging parents to play, talk and read with their child in their early years. *Discover low-cost play activities that families can try at home. *Try your hand at some arts and crafts designed to help parents engage with their child. *Speak to our amazing Play Worker team to share practice and hear about their experience working with a huge variety of communities across Scotland.				
Format	Play Break				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Sam Loudon ¹ , Carlene Jamieson ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Voluntary / Charitable				
Source Material	Practical, current				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Children, Early Years; Parenting; Engagement, Parent and Child; Play, Low-cost				

9943	Play Around The World: Stories From The Field				
Abstract	The purpose of this presentation is to reflect on the experiences of undergraduate University students who took part in Play Around the World (PAW). PAW is an intercultural service-learning course designed to provide a holistic approach to learning/leadership where students facilitate play for children of all abilities (Cambodia, Thailand, Peru and Northwest Territories Canada), in collaboration with community leaders. PAW is rooted in the provision, protection and promotion of every child's right to play (UNCRC), using play as a vehicle to enliven the human spirit and empower its players. It is well documented that free play is integral to children's development across multiple areas. When children play, they experiment with new and different activities which allows them to explore boundaries and learn limits. This process of self-discovery contributes to feelings of mastery, self-awareness and cognitive development, all of which have positive psychological implications (Pellegrini & Smith, 1998b). The approach PAW takes toward facilitating play is in line with the foundational nature of play. Over the years, PAW students have faced a myriad of challenges related to play provision. One challenge that continues to emerge reflects the tension that exists between valuing of free play versus structured physical activity as it relates to child development. Drawing on in-country experiences and post reflections, perspectives of the PAW university students will be shared.				
Format	Presentation				
Conference Themes		Play and the Quality of Childhood			Play and Children's Entitlement to Optimum Development
Presenters, Names	Mary Ann Rintoul ¹				
Presenters, Domicile	Canada				
Presenters, Roles	Manager/Supervisor; Advocate; (i) Educator, lecturer; (ii) Executive, Director, Play Around the World)				
Presenters, Sectors	Academia				
Source Material	Practical, reflections on previous work				
Children's Participation	Active in shaping findings				
Covid-19 focus	No				
Keywords	Learning, Service; Intercultural; Rights, Children's				

9992	An Investigation of the Role of Space in Children's Game Construction in Primary School Playgrounds				
Abstract	This study aims to investigate the relationship between spatial organisation and play by understanding how spatial design affects how children play and construct games in school playgrounds. It tries to understand how children acquire spatial knowledge through games and use that knowledge to create spatial rules which will eventually have social outcomes. It is hypothesised that different playground and play equipment configurations lead to different games emerging. Then these games help children develop spatial skills and learn the spatial logic. Learning the spatial logic consequently leads to learning about the social logic. Therefore, inventing different games for different environments is linked to children's learning of the 'social logic of space'. This poster presents results from a pilot study that developed a reliable methodology to understand the spatial and social logic in game structures. A case game which is invented specifically for the school's climbing frame by children is used to develop and test the methodology. The spatial structure of the climbing frame is analysed by producing a weighted and directed graph to represent the three-dimensionality of the climbing frame. The results of this pilot study show that the rules of the game and the rules of space are interconnected and feed each other as children play the game. Furthermore, it demonstrates that children learn about spatial logic and its possibilities as they engage in the game. Based on what they learned, they modified the game with new rules to make it more playable while also developing new strategies for their roles.				
Format	Poster				
Conference Themes		Play and the Quality of Childhood		Play and the creation of environments	
Presenters, Names	Mine Sak Acur ³ , Kerstin Sailer ³ , Alan Penn ³ , Ed Baines ¹				
Presenters, Domicile	UK (England)				
Presenters, Roles	Researcher; Architect				
Presenters, Sectors	Academia				
Source Material	Recent/current research (unpublished)				
Children's Participation	No				
Covid-19 focus	No				
Keywords	Playground, games, spatial learning, spatial design				

9993	Communication in Play: Abstraction versus Detailing				
Abstract	Toys or play objects work as means of communication for children. Children are naturally creative. All they need is appropriate play materials to spark their imagination. With the right material given, they are encouraged to express their emotions in creative ways. This presentation captures my observations as a practitioner of design in the field of early education, toy design, and experience design. This also includes my experience as a mom trying to innovate with home materials to keep my growing child engaged. My presentation attempts at demonstrating abstraction vs detailing in toys as a communication. I would like to acknowledge Friedrich Fröbel for his understanding of the growing child and his play gifts, Grammar of Visual Design (VG) by Kress and van Leeuwen's (1996) analysis of two and three year children drawings, Tree structure, Left-right reversal in My Bath and Bird in Tree (Bruna, 1988). I would also like to acknowledge Toys as Communication by Anders Nelson, L-B Berg and Krister Svensson (2003) for the inputs regarding max abstraction vs max detailing that contribute new perspectives and resonates with my observations as well.				
Format	Presentation				
Conference Themes				Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Vijaya Madhuri K				
Presenters, Domicile	India (Currently living in United Kingdom)				
Presenters, Roles	Play Practitioner Manager Supervisor Researcher				
Presenters, Sectors	Other (Practitioner of design in early education, toy design and experience design.)				
Source Material	Recent current research unpublished				
Children's Participation	Active in research Active in shaping findings				
Covid-19 focus	No				
Keywords	Play, Creativity, Abstraction, Imagination, Detailing, Communication, Visual narrative				

9997	Scoping Review Of Outdoor Play Publications In Canada - From The 2015 Position Statement On Active Outdoor Play To Now				
Abstract	The 2015 Position Statement on Active Outdoor Play galvanized the outdoor play movement in Canada and internationally. The Outdoor Play in Canada: 2021 State of the Sector Report provided an update to that statement and outlined key priorities for the sector. This scoping review was part of the State of the Sector Report and aims to answer the question: ‘How, and in what context, is outdoor play being studied in Canada?’. Articles published after September 2015 in English/French on outdoor play by authors from Canadian institutions or that studied Canadian populations were included. The electronic search was conducted from March 2021-2022. Articles were organized according to the State of the Sector Report priorities. In total, 447 articles were included: 224 focused on adult-oriented outdoor play and 275 focused on children and youth – a staggering increase since the 49 articles used to inform the Position Statement. The most common priority area for adults was Outdoor Play Environments; for children and youth was Health, Wellbeing, and Development. The least common priority for both were COVID-19 and Indigenous Peoples and Land-based Outdoor Play. The Position Statement inspired national academic interest on outdoor play, however knowledge gaps remain, particularly on Indigenous Land-based outdoor play.				
Format	Presentation				
Conference Themes					Play and Children's Entitlement to Optimum Development
Presenters, Names	Louise de Lannoy ¹ , Kheana Barbeau ³ , Nick Seguin ³ , Mark Tremblay ³				
Presenters, Domicile	Canada				
Presenters, Roles	Researcher; (Executive director of a not-for-profit organization)				
Presenters, Sectors	Academia; (Not-for-profit/Social Enterprise)				
Source Material	Published research				
Children's Participation	No				
Covid-19 focus	Yes				
Keywords	Play, risky; COVID-19; Health and wellbeing; Children, Indigenous; Environments, Outdoor play				

9998	“Play Is Bubblin In Dublin!” Dublin City’s Local Authority Response To Supporting UNCRC Article 31; The Child’s Right To Play’				
Abstract	This ongoing research/initiative will review the task of completing an effective and meaningful implementation of the Dublin City Play Strategy (DCPS) 2022 – 2027 “Everywhere, Any Day, You can Play! Play Strategy 2022.pdf (dublincity.ie) This includes the story so far regarding the impact of GC 17 on Article 31 in supporting the implementation of a citywide play strategy aimed at creating a child friendly and playful city where children and young people can fully enjoy their right to play. The key focus of the DCPS has drawn on two main initiatives/examples; The Welsh Government Sufficiency Duty 2010 (subsequently Scotland) and The United Nations Committee publication of General Comment 17 (2013). This initiative/research focuses on the role of ‘Play’ regarding children’s participation, geographies and social production of space that supports their autonomy, everyday freedoms and active research regarding planning and designing spaces and places for play. This presentation will spark discussion regarding the difficulties and challenges in providing opportunities to play in the public realm in absence of a playwork workforce and within Ireland’s cultural, safety, attitudinal and legal contexts.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	
Presenters, Names	Debby Clarke ¹				
Presenters, Domicile	Ireland				
Presenters, Roles	Play Practitioner; Manager/Supervisor				
Presenters, Sectors	Local Government				
Source Material					
Children’s Participation	Active in research; Active in shaping findings				
Covid-19 focus	No				
Keywords	Methods, Participatory; Environment, Play; Advocacy; Government, Local; Play, Child-led				

9999	The Power Of The Ordinary				
Abstract	Through play, children develop resilience and flexibility, which contributes not only to their physical but their emotional well-being. In 2019, BBC Children in Need began the A Million & Me programme. The programme was developed in recognition that many children, who go on to have mental health problems in later life, have started to show signs of illness before the age of 14. Recognising the importance of play, at the heart of the programme was Fun and Happiness – ensuring that children have access to play and positivity. Children’s views were central to the development and running of the initiative. The A Million & Me Squad of 9 and 11 year olds were a key element of this. The programme also explored how ordinary, trusted relationships can help children who are beginning to struggle with their mental wellbeing. The last couple of years have been incredibly hard for children and young people. The insight, gathered by BBC Children in Need and others, reveals how Covid has caused feelings of anxiety, fear and hopelessness in too many children whilst the cost of living crisis is set to lead to even greater anxiety and worry. Evaluation of A Million & Me shows how through play and creative self-expression, children are better able to recognise and express their emotions and reported feeling calmer, happier, more positive and more relaxed. In sharing the findings from the programme, we hope to encourage everyone to embrace the power of the ordinary and the power of play to make a positive difference to more young lives.				
Format	Presentation				
Conference Themes	Play and the realisation of other rights	Play and the Quality of Childhood	Play and Resilience	Play and the creation of environments	Play and Children's Entitlement to Optimum Development
Presenters, Names	Florence Burke ¹ , Melinda Connelly ¹				
Presenters, Domicile	UK (Scotland)				
Presenters, Roles	(Funder)				
Presenters, Sectors	Voluntary / Charitable				
Source Material	(Promoting play)				
Children’s Participation	No				
Covid-19 focus	Yes				
Keywords	Funding; Health, Mental; COVID-19				

Keywords

"Sala de Juego Terapéutica"	6907										
Accessibility	2935	7595									
Activation, Play	9069										
Activation, Resource	6361										
Active, Play	6141										
Activism	7823	9069									
Activity, Physical	256	935	3014	3463	4410	4878	5711	6141	6356		
Activity, Residents'	3642										
Adolescents / Teenagers / Youth	1289	2943		3734	5866	8417	9493	9729			
Adults	3560	5787									
Advocacy	1035	1321	3005	4870	5877	7526	8480	9066	9599	9998	
Advocacy, Play Champion	8480										
Advocates, Play	3263	5761									
Affordances	1784	2611	5299	5748	7846	9778					
Agency	3240	3415	3581	4009							
Agency, Children's	7427										
Aggression	5286										
AnjiPlay	1962										
Anxiety	740										
Approach, National Play Systems	7747										
Approach, Playful	1903										
Approach, Reggio Emilia	2628										
Art	1714	2935	3135	4603	4661	5459	6280	6847	7311		8885
Art, Public	4661										
Article 31	4410	6487									
ASN	1876	9776									
Assemblages	2352										
Assessment, Risk	8605										
Assessment, Safety	8605										
Attention	3388										
Attitudes, Parents	7509										
Australia	455	1146	1666	3133	5416	7810					
Autism	601	1299	2348	4009	4231	6316	6575	6869	6913	7273	9728
Autonomy	8601										
Awards	2941										
Awareness, Environmental	5055										
Barriers, Play	1737	5787	9748								
Beauty	1400										
Behaviour, Anti-social	9729										
Behaviour, Play	2749		4890	6141							
Beliefs, Teachers	3914										

Bias, Intrinsic	981										
Biopsychosocial	981										
Birthrate, Ultra-low	5108										
Brainstorm	1298										
Breathing, Bubble	6487										
Campaigns, Play	9066										
Canada	987	8480	9748								
Capital, Social	7831										
Care, day-care	2658										
Care, Early Childhood	1856										
Care, Outside school hours	7810	9728									
Care, Trauma-informed	7685										
Caregivers	7153	7441									
Carers, Children	5433										
Change, Agents of	5433										
Charter, EACH	6200										
Childcare	1724	5308	7309	7735	7791	9252					
Childcare, School-aged	6869										
Childhood	700	4365	6600	7709							
Childhood, Early years	1856	2471	2527	3415	3914		5566		6049		7763
Childhood, Middle	128	5566									
Childhoods, Middle-class	6602										
Children	740	981	1321	1400	1724	2110	2537	3117		4629	5039
Children	5640	5676	5711	6006	6680		6907	7709	7735	7791	8335
Children	8417	8654									
Children, 0-10	5843										
Children, 0-11	5286										
Children, 0-12	1765										
Children, 0-15	1146										
Children, 0-17	3070										
Children, 0-3	1104										
Children, 0-5	2527										
Children, 0-8	8835										
Children, 15-17	3569										
Children, 2	3388										
Children, 2-12	7439										
Children, 3-12	5375	9886									
Children, 3-17	2749	6777									
Children, 3-5	987										
Children, 3-6	4893										
Children, 4-10	2657										
Children, 4-11	4678										
Children, 4-7	7106										
Children, 5-12	7556										

Conservation	5055											
Consultation	1506											
Context, Sociocultural	5787											
Cost	4887											
COVID-19	224	4064	6455	6600	6680	6752		8331	8424	9997	9999	
CPD	5055											
Crisis	731	6006										
Crisis, Play and	727	9711										
Culture	7441											
Culture, Play	224											
Curriculum	3029	4156	4544									
Curriculum, Early Level	2697											
Curriculum, Emergent	1091											
Curriculum, Play-based	5336											
de Certeau, Michel	7311											
Death	5286											
Decision-making	8605											
Declaration, Play	8480											
Democracy	7831											
Department, Hospital emergency	3117											
Deprivation, Neighbourhood	1616											
Deprivation, Play		7526										
Design	1919											
Design, Biophilic	2739											
Design, Child-centred	1303	7825										
Design, Children	5843											
Design, Co-design	3511											
Design, Disability	3511											
Design, Environmental	1004											
Design, Inclusive	1506											
Design, Play	736	6141										
Design, Playgrounds	6748											
Design, Playspace	747	3779	5091									
Design, Spatial	9992											
Design, Universal	691	1919	3079									
Design, Urban	6006											
Development	1158		1724	2110	7735	8331	8825					
Development, Body	1004											
Development, Brain	1004											
Development, Child	1801	1876	2407	5566	6455	6600	7026		8626	9599		
Development, Emotional	5744	7106	8894									
Development, Global	3463											
Development, Healthy		7595										
Development, Holistic	3426	3575										

Learning, Child-centred	5566		
Learning, Democratic	8601		
Learning, Emergent	8949		
Learning, Emotional	1876	6665	
Learning, Environment	6339		
Learning, Language	3395		
Learning, Life-long	5034		
Learning, Outdoor	1004	3334	
Learning, Play	4009		
Learning, Play-based	727	7556	7763
Learning, Playful	1666	3029	
Learning, Service	9943		
Learning, Spatial	9992		
Learning, Social	1876	6665	
Learning, Through play	5843	8601	
Leisure, Meaning	6791		
Library	3793		
Lisbon	4456		
Literacy, Physical	5711		
Literacy, Play	6552		
Lockdowns	4064	8424	
Los Angeles	1714		
Materials	3019		
Media, Play	5595		
Memories	9212		
Memory	1530		
Metaphor, Use of	9087		
Methods, Archives	9212		
Methods, Behavioural Mapping	256	6777	6935
Methods, Case Studies	3534	3779	
Methods, Child Self-report	4178		
Methods, Children as co-researchers	8620		
Methods, Co-creation	4178		
Methods, Co-production	4007	4410	
Methods, Concept Mapping	5877		
Methods, Creative	7427		
Methods, Creative Mapping	5694		
Methods, Critical Cartography	8238		
Methods, Cross-cultural research	5336		
Methods, Delphi Study	267		
Methods, Design	836		
Methods, Dramaturgical analysis	5909	8741	
Methods, Evaluation	9155		
Methods, Innovative	2658		

Newspaper	6057								
Norway	3575								
Occupation	2383								
Opportunities	7940								
Opportunities, Equal	7122								
Organisation, Play	8620								
Organizations, Community	9069								
Outcomes, Educational	7595								
Ownership	7940								
Pack, Trauma Dressing	7685								
Pandemic	4064	4603	5694	5793		6877	8331		
Parenting	9926								
Parents	740	4519	8825	9066					
Parents/Guardians	6180	7626							
Park, Urban	5108								
Parks	1610								
Parks, Public	6343								
Parks, Trampoline	8530								
Participation	2140	2187	2661	2947	6200	6458	7403	9493	9733
Participation, Child	261	267	4260	6748	9886				
Participation, Children's	747								
Participation, Community	2943	4518							
Participation, Pupil	5459								
Participation, The Lundy Model of Child	1610								
Partnerships	1714	3585	8620						
Partnerships, Cross-sector	870								
Pedagogy	2941	6221							
Pedagogy, Play	2697	5566	6339	7480					
Pennsylvania, USA	8835								
Personality	7026								
Perspectives, Children's	1157	2658							
Perspectives, Educators	5416								
Perspectives, Teachers	3029								
Philosophy, Organism	6839								
Philosophy, Process	6839								
Photography	5866								
Pit, Foam	8530								
Placemaking	9221								
Planning	4047								
Planning, Children's Participation	261								
Planning, Municipal	1013								
Planning, Participatory	9252								
Planning, Play	5091	5694	8070						
Planning, Urban	9252								

Play Australia	5908												
Play Cycle	146	1145	7509	9728									
Play Plan, Government	7747												
Play Sufficiency	8070												
Play Types, Outdoor	6935												
Play, Accessibility	7122												
Play, Accessible	4661												
Play, Active	935	3014	4410	5039	5711								
Play, Adults	5787	6466											
Play, Adventurous	806	2455	4178										
Play, All abilities	4887												
Play, All-ages	1298	1714	2087	4821	4887	6316	6455	8859	9748				
Play, Art	6055	6280											
Play, Autistic	4231												
Play, Availability	4629												
Play, Benefits	573	6393											
Play, Child-centred	3426												
Play, Child-initiated	2383												
Play, Child-led	434	573	3388	4887	6337	9998							
Play, Children's Healthcare	5739												
Play, Commitment to	1616												
Play, Community	8884												
Play, Complexity	9002												
Play, Conceptualisation	6791												
Play, Constructive	7474												
Play, Creative	295	1765	2172	3575	4846	5459	5471	6057	6337				
Play, Digital	128	2407	2706	8615									
Play, Dolls	5744												
Play, Ecology	3334												
Play, Free	295	877	3426	3463	4260	4717	5091	5640	6478	6745	6918	7309	7441
Play, Free	7823	9206	9886										
Play, Gendered	987	5909	8741										
Play, Health	2279												
Play, Health benefits	6356												
Play, Health-related	2981	6200											
Play, Healthcare	981												
Play, History	6847	7311											
Play, Home	4717												
Play, Hospital	267	974	981		4409								
Play, Hybrid	9093												
Play, Impact	700		6221										
Play, Inclusive	395	7273	9776										
Play, Informal	4047												
Play, Intergenerational	1496	5471	7567										

Play, LEGO	4009												
Play, Local	5001												
Play, Loose Parts	295	987	1091	1505	4893		6337	6552	6913	6918	7595	7626	7928
Play, Loose Parts	8894	8932											
Play, Loose Parts Theory	6478												
Play, Low-cost	9926												
Play, Metaplay	9748												
Play, Mobile	4007	6343											
Play, Mother-child	7509												
Play, Nature	759	1146	1666				6180	7077	8835				
Play, Neighbourhood	5001												
Play, Online	4064												
Play, Open Access	6393												
Play, Open-ended	4260												
Play, Outdoor	256	395	455	806	845	1091	1146	1374	1784	1966	2352	2527	2611
Play, Outdoor	3463	2947	3079	4229	4338	4629		5108	5299	5308	5416	5866	6049
Play, Outdoor	6777	6913	6935	7480	7825	7831	8404	8949	9155	9221	9776		
Play, Outdoor free	7439												
Play, Parent	224	4717	4890										
Play, Parent-child	7765												
Play, Perceptions	4717												
Play, Philosophy	7311												
Play, Physical	1719	2749	7474										
Play, Physical big body	2749												
Play, Play Car	6343												
Play, Play Sufficiency	434	7447	9849										
Play, Power of	5433												
Play, Pretend	7106												
Play, Promoting	5761												
Play, Risky	631	740	877	1146	1505	2455	3117	3415	4878		5843	6203	6777
Play, Risky	6847	8335	8391	8605	8949	9997							
Play, Sensory	1299												
Play, Structured	295												
Play, Temporary	8391												
Play, Unstructured	1394	3133	3263										
Play, Unsupervised	9206												
Play, Urban	3642		6049	9069									
Play, Word-play	1737												
Playday	446	4887											
Playful	806	6665											
Playfulness	3575	4156											
Playground, Inclusive	5108	8123											
Playgrounds	870	1530	1610	1919	2110	4519	5676	6356	6745	6847	7077	8054	9155
	9992												

Playgrounds, Adventure	877	2135	3079	4456	4562		6343	6550	9093	9212			
Playgrounds, Inclusive	2348	7403											
Playgrounds, Natural	2739												
Playgrounds, Pop-up	4260	9886											
Playgrounds, School	3240												
Playspace	257		4200	5595	6791								
Playspace, Natural	6777												
Playspace, Outdoor	6935												
Playspace, Place-making		8054											
Playspace, Urban	8932												
Playwork	434	731	1145	1504	3560	4365	4562		5091		5640		6550
Playwork	6552		7273		7810	7846	7928	8335	8424	8884	9045		
Playwork, Evolutionary	3967												
Playwork, PARS	3736												
Playwork, Theraputic	8238												
Playworkers	3019	3560	6343	9045									
Pokemon	9748												
Poland	6478												
Policies, Schools	1394												
Policy	3005	4156	7709	7823									
Policy, Government	7747												
Policy, Health	5739	9849											
Portugal	1719												
Poverty	8238												
Practice, developmentally appropriate	7556												
Practice, Reflective	395												
Practice, Socially Engaged	854	4912											
Practitioner	3560												
Practitioners, Health Play	5739	9849											
Practitioners, Play	845												
Practitioners, Sensitive	6045												
Principles, Playwork	9045												
Procedures, Playroom	4409												
Processes, Aesthetic Learning	5459												
Processing, Sensory	1876	6316											
Products, Design	836												
Professionalization	1505												
Prohibition	5108												
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Psychologists	6907												
Psychotherapies, Corporal	1801												
Psychotherapy	3734												
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Reading	1400	3793												
Reality, Augmented	1374													
Reality, Virtual	4007													
Recess/Breaktime/Playtime	1394	2692	3133	4531	5893	6665	8059	8417						
Recovery, Trauma	9087													
Recycle	6057													
Regeneration	1506													
Relations	6791													
Relationships	5034	6316	8279											
Research, exploratory	7825													
Research, With Children	5694													
Resilience	854	974	2087	2597	2947		3569	3761	4678	5055	5595	5866	6006	
Resilience	6180	6280	6361	6455		7077		8279	9087					
Resilience, Emotional	7685													
Resources, Educational	1626													
Resources, Sustainable Play	8859													
Rights	1607	3581	4231	6550	9711									
Rights, Children's	446	836	1157	4156	7687	9943								
Rights, Play	446	700	1088	1321	1903	1962	2637	2706	3585		4066	4912	5034	
Rights, Play	8059													
Rights, Promoting Play	4066													
Roads	7374													
Roaming	5991													
Roughhousing	631													
Safety, Play	6203													
Sand	8825													
Satisfaction	8654													
School, Forest	3569													
School, Primary	295	6478												
Schools	845	1091	1394	2455	2637	3133	3415	3642	4603		5893		7480	
Schools	7928	8059	8331	8417	8884									
Schools, After-school care	7374													
Schools, Forest	3736													
Schools, Forest Kindergarten	6738													
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Science & Engineering	8932													
Science, Occupational	6839	8620												
Scotland	3395	3534	3581	4229	4544	6049	7273	7427	9221	9729	9776			
SDGs	6057													
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Presenters

Adebola Sanya	4629						
Adefunke Ekine	2537						
Aby Chu	4007						
Adina Cox		6777	6935				
Adrian Voce	3967	5739					
Agnieszka Kuzba	2628						
Agustina Rolón Matínez	6907						
Aidan Burns	3426	4678					
Aidan Gallacher	5039						
Aimee Hunt		8859					
Alan Penn	9992						
Aleksandra Kulik		7928					
Alex Donaldson	5877						
Alex Franklin	4047						
Alex McConnachie	5039						
Alexander Koutamanis	2348						
Alexandra Long	4562						
Alexandra Olofsson	747						
Ali Wood	2087	3560					
Alice Ferguson	7823						
Alice Moore	1919	3079					
Aline-Wendy Dunlop	3581						
Alison Stenning	745						
Alissa Rupp	5843						
Allen Kempton	9748						
Allison Mula	6839						
Amanda Phy	1004						
Amy Joss	6200						
Amy Paine	128	1626	7106				
Ana Gil	2187						
Ana Igazábal Nille	6907						
Ana Rita Fonseca	4456						
Anderson Batista	4870						
Anderson Maia	2943	4870					
Andrea Layzell	6600						
Angela Day	1737	9212					
Angela Magnanini	7122						
Angela Stallard	3585						
Angela Wong	6748						
Angharad Wyn Jones	446	1321	9066				
Anita Grant	4821						
Anna Beresin	3133						

Anna Tudos	9493						
Anne Martin	1966	7735	7791				
Anne McFadyen	6458						
Annemarie Stokes	1675						
Anthony Stubbs	6337	8279					
Antonella Robillota	6907						
Arindam Roy	9778						
Arlene McGarty	5039						
Arunima Saha	2527						
Avril Johnstone	7735	7791					
Aysenur Bas	1496	6466					
Bahja Abdi	4064						
Barbara Middleton	4583						
Barbara McIlwrath	3560						
Bart Snijders	1505						
Becky Spencer	256						
Belisa Pereira	2943	4870					
Ben Highmore	2135						
Ben Tawil	5694	7709	8070				
Bengi Süllü	877	3263					
Bennett Krishock	7763						
Bernadette Bradley	7441						
Boris Jidovtseff	7791						
Boya Li	2348						
Brasilda Rocha	1801	3734	7026				
Brenda Sousa da Silva	7474						
Brendon Hyndman	3133	5893					
Brian Boyl	1714						
Bronagh McGrane	2407						
Bryan Boyle	1919	2706	3079	3240			
Cameron Sprague	4229						
Carla Freitas	2187						
Carlene Jamieson	9926						
Carlos Neto	2187						
Carolien Rieffe	2348	4155	6869	7474			
Caroline Essame	1876						
Carrie Ota	3388						
Cass Sheehan	7106						
Cath Prisk	4531						
Catherine Latimer	6575						
Catherine O'Brien	6280						
Cathrine Damsbo	6356						
Cathy Kiss AM	1013						
Cathy Ramstetter	3133	8059	8417				

Catie Davis	7153						
Catriona Campbell	1299						
Celina H. Shirazipour	1714						
Charlene Woodham Brickman	3133	8417					
Charlotte Allan	1765	5471					
Charlotte Jelleyman	4878						
Charlotte Robinson	1626						
Charlotte Skau Pawlowski	6356						
Cherie Morgan	446	2941	9849				
Cheung C.S. Johnson	4717						
Cho Yiu Poon	974						
Chris Ross	1607						
Christel Hennig	3415						
Christina Han	8949						
Christina Hancock	601						
Christina Schulze	7403	9155					
Christine Lee	1610	3071	5729	8054			
Christine O'Farrelly	267	1157					
Christine Yuihwa Lee	7526						
Christopher Martin	2352						
Christy Cheung	3793						
Christy Merrick	6738						
Chunhui Wang	7685						
Clarinda Pomar	1719						
Claudia Zucca	7735						
Claudimara Cassoli Bortoloto	6667						
Corrina Shearer	5711						
Craig Melville	5039						
Craig Tyrie	9733						
Cynthia DiCarlo	3388						
Cynthia Gentry	2739						
Dafne Herrero	4870						
Dagmar Kerr	6200						
Dale Borman Fink	8059						
Dale Hay	128	1626					
Daniel Burton	1146	1666					
Daniel Rainham	256						
Daniel Spikol	836						
Daniela Guerreiro	1719						
Danielle Johansen	6356						
Danielle von der Borch	4064						
Darijana Hahn	1530	1903					
Dave Moore	4009						
David Ball	6203	8605					

David Dallimore	8654						
David Eager	8530						
David Gaul	2407	3117					
David Krishock	7763						
Dawid Jarzabek-Nowak	5433						
Dawn Mount	5308						
Dayse Grassi Bernardon	6667						
Debbie Rhea	3133						
Debby Clarke	9998						
Deborah Cohen	6141						
Deborah Grant	6049						
Deborah Henderson	9776						
Deborah Meechan	3569						
Deborah Rhea	1394						
Debra Lawrence	5761	6543	7763				
Debra Laxton	727						
Denisha Jones	3133	9599					
Dennis Reidsma	4155	6869					
Donna Green	3581						
Donna Hastings	3761						
Donna Welsh	5711						
Duncan Pentland	9002	9155					
Eavan Rooney	2407						
Ed Baines	3133	4531	9992				
Eivind Aadland	3575						
Elaine Zweig	5336	7930					
Eleni Daskalaki-Denman	395						
Elise Stirling	4231						
Elizabeth Dreyfuss	4603						
Elizabeth L Nelson	7427						
Ellen Beate Hansen Sandseter	1966	2471	6203				
Els M. Blijd-Hoogewys	2348	6869					
Elyssa Favis	7626						
Emer Ring	3029	6339					
Emily Holder	1088						
Emily Jenkins	9252						
Emily Van Laan	6738						
Emily Whyte	3014						
Emma Booth	2597						
Emma Raaflaub	8949						
Erica Randle	5877	5908					
Eriko Motomori	1504						
Ernest Poon	6748						
Ethan James	8620						

Etive Curry	261						
Euan Denman	395						
Eva Maréchal	4260	9886					
Fay Baudains	1146	1666					
Félix Lopes	2187						
Fernando E. Rosas	8626						
Feyza Yeliz Bayindir	7509						
Fiona Armstrong	3117						
Fiona Evans	5375						
Fiona Kirkland	2941						
Fiona Loudoun	2706						
Fiona McKay	9728						
Fiona Stewart	9733						
Florence Burke	9999						
Frederico Lopes	4456	5299	7791				
Froukje Hajer	1035						
Gabriel Smith	4064						
Georgina Thacker	9087						
Gerben Helleman	4338						
Gerhard Knecht	4007						
Gill Thomson	9776						
Gillian Gresham	1714						
Gina Gomez de la Cuesta	4009						
Gregor Hews	3334						
Gretchen Kamke	6316						
Grethe Kragh-Müller	1158						
Guida Veiga	1719	7474					
Hala Nur	4064						
Hamish Orr	691						
Hannah Adams	2692						
Harry Harbottle	1506	6203					
Haruka Uchiyama	2110	4066					
Hatice Zeynep Inan	6280						
Heather Boomhower	434						
Heather Coe-Nesbitt	218	8480					
Heather Von Bank	2692						
Helen Dodd	740	1966	2455	4821	6203	8404	8626
Helen Little	455	5416					
Helen Lynch	747	1919	3079	6575	7403	9155	
Helen MacIntyre	4531						
Helen Stephenson	3560						
Helene Polatajko	9002						
Henry Mathias	9221						
Herédio Sousa	7474						

Hilary Thomson	7791						
Hiroki Sekido	1504						
Hiromi Sakai	6057						
Hiroyuki Kasama	2110	8825					
Hitoshi Shimamura	1504	4007	5108	6057			
Holly Clark	981						
Hsin-Ying Chien (莹程)	4893						
Ian Karl	5866						
Ian Pike	9252						
Ilse Van Gorp	4260	9886					
Ines Wenger	7403						
Ingrid Skeels	7823						
Ingunn Fjørtoft	7791						
Ipa Canada	8480						
Irina van Aalst	8391						
Isabel Ferreira	5980						
Isabelle Zahradnyik	2947	8215					
Isami Kinoshita	7831						
Isobel Lightbody	6221						
Jackie Boldon	3560						
Jade Lopes Gomes	2943	4870					
Jakob Thestrup Hansen	267						
James Coupe	8859						
Jamie Hamilton	5566	9729					
Jamie Leach	7626						
Jane Hewes	4156						
Jane Hybschmann	267						
Janet Dunsmore	1506						
Janet Loebach		6777	6935				
Janine Dodge	434	2943	4870				
Jason Gilliland	5676						
Jasper Schipperijn	6356						
Jeanine Clapsaddle	981						
Jeanne Jackson	5787	6839	8620	9002			
Jeanne McLaughlin	3534	5286	5375	6487			
Jen De Melo	870	4200	7077				
Jennette Claassen	3133						
Jennifer Cartmel	9728						
Jennifer Keating	5744						
Jennifer Leo	5676						
Jenny Cunningham	5375						
Jenny Gibson	267						
Jenny Lester	446	2140	7567				
Jenny Wood	5566	9729					

Jessica Martins	2943	4870					
Jesús Paz-Albo	1158						
Jette Led Sørensen	267						
Jim McCullough	631						
Joan Turner	256						
Joana Monteiro	3463						
Joanne Coughlan	1506						
Joanne Donohoe	6221						
Johan H.M. Frijns	7474						
John H. McKendrick	257						
John Potter	5595						
John Reilly	5039	7791					
Joice Maria Maltauro Juliano	6667						
Jonathan McCloud	1289	3736					
Joselyn Alonzo-Eusebio	8331						
Josephine Ross	6458						
Judith Graham	5711						
Julia Bishop	6877						
Julia Sexton	3560						
Julien Forbat	5877	5908					
Jumoke Olowookere	2537						
Junko Munakata	2110						
Jyoti Arora	1374						
Kaitlyn Goodwin	2383	6913	7595				
Kamil Maciaszek		7928					
Kanako Ishihama	2110						
Kareena McAloney-Kocaman	257						
Karen Benjamin	9045	9373		3560			
Karen Davies	854						
Karen Feder	736	1303					
Karen McCarthy	5787						
Karin Pfeiffer	7309						
Karla Leonhardt-Zacharias	2947	4007					
Katarzyna Kmita-Zaniewska	6478						
Kate Harvey	2455						
Katherine McKee	7309						
Kati Landsiedel	2947	6361					
Katrina Caballas	8331						
Katy Meeuwissen	295	6918					
Kay Obrien	2661	6393					
Kazunori Miyasato (和則 宮里)	5991						
Keirsten Taylor	987						
Kelly Arbour-Nicitopoulos	5676	8123					
Kelsey Graber	267	1157					

Kerry Clark	4544						
Kerstin Sailer	9992						
Kevin Mills	9093						
Kevin Paul	870	4200	7077				
Kheana Barbeau	9997						
Kiana Krueger	7765						
Kieran Brophy	4519	5877	5908				
Kim Adams	2172						
Kim Moroney	1962						
Kimberly Clevenger	7309						
Kimberly Garza	1289						
Kimberly Wilkinson	8932						
Kirsten Visser	8391						
Kirsty Wilson	9045						
Kirti Zala	700						
Kirti Zala	700						
Kiyoko Kanki	3642	4518					
Koji Ohnishi	7374						
Konstantina Rentzou	1158						
Krishna Kulkarni	224	4890					
Kristi Lekies	5866						
Krystina Castella	836	1714					
Kuan Loh	261						
Kylie Keane	7810						
Kym Simoncini	295	6918					
Launa Matichuk	3415						
Laura Walsh	2279						
Laura Wilhelm	8894						
Laurel Finster	1714						
Lauren Luneckas	7153						
Lauren McNamara	3133						
Laurence Ball	8605						
Leah Taylor	5676						
Leanne Reid	6045						
Lee-Chen Chen	5729						
Leigh Vanderloo	5676						
Lesley Fox	4007						
Li-Fen Jang	5336	7930					
Lily Fitzgibbon	4178	8404	740				
Lily Mank	5866						
Lin Moore	5336	7930					
Linda Cooper	727						
Line Klingen Gjørde	267						
Line Sanne	5459						

Lisa Babel	877						
Lisa McCabe	3581						
Lisha O'Sullivan	3029	6339					
Lloyd Greenland	4064						
Loreen Pardoe	7567						
Lorraine D Arcy	3117						
Louise de Lannoy	9997						
Luciana Noschese Correia Scarabeli	4870						
Luísa Monteiro	7474						
Lukas Ritson	3334						
Lyndsay Papple	8123						
Lynn Campanella	6665						
Lynn Taylor	3581						
Madeline Avci	2383	6913	7595				
Madhura Kulkarni	2527						
Maedeh Nasri	2348	4155	6869				
Mahnaz Izadi	877						
Maire Tuul	1158						
Mairi Ferris	6049	9221					
Manuela Deidda	5039						
Mara Primucci	5676						
Marc Malmendorf Andersen	8626						
Margaret Laurie	4009						
Margareta Lilja	3240						
Marguerite Hunter Blair	261	9849					
Maria di Paolantonio	6045						
María Elena Aguirre	6907						
Maria Larsson-Lund	2706						
Maria McBride	446						
Maria Prellwitz	747	3240	7403				
Mariana Brussoni	1966	5308	6203	6777	7480	8949	9252
Marianne Mannello	1321	3005	7447	8654	9066	9711	
Marie Ryan	3029						
Marilena Flores Martins	4870						
Marion Burns	2697	3581					
Mark Tremblay	9997						
Marlies Meijer	8391						
Marta Figueiredo	5980						
Martha Krogh Topperzer	267						
Martin King-Sheard	8884	9045	9711				
Martin van Rooijen	1505						
Martin Winters	3569						
Mary Ann Rintoul	9943						
Mary Kate McGlone	6045						

Mathias Clasen	8626						
Matluba Khan	3511	5793					
Matthew Scott	1626						
Mattie Hallett	573						
Maurice Harmon	3029						
Max Alexander	7273						
Megan Zeni	1091	7480	8949				
Meghan Talarowski	6141						
Mel McCree	8615						
Melinda Connelly	9999						
Melodie Crumlin	5039	5711	9776				
Merideth Gattis	5793						
Mette Toftager	6356						
Meynell Walter	1400	5640	6550	8335			
Michael Barrett	3117						
Michael Dietrich	2947	4846					
Michael Follett	2637						
Michael Martin	6006						
Michaela James	4410	6680					
Michelle Bergin	3240						
Michelle Hart	3585						
Michelle McGee	3585						
Michelle O'Kane	7439						
Michelle Stone	256						
Mihaela Taranu	8626						
Mike Barclay	5694	7709	8070				
Mike Greenaway	7846	8884					
Mike Wragg	4365						
Mine Gol-Guven	1158	7509	9992				
Mingchi Shu	5336						
Mitra Baratchi	2348	4155	6869				
Mitsunari Terada	5108	7831					
Motoko Negishi	4066						
Myriam Aguila	875						
Nadia Odlum		4661	6847	7311			
Nai Rui Chng	1724	7735					
Naoto Yamaguchi	3070	3642					
Natalie Dugan	5866						
Natasha McMillan	2935						
Nathan MacGillivray	806						
Natsuki Hotta	731	1737					
Neil Harris	5793						
Nichole Hondros	6455						
Nick Seguin	9997						

Nicky Everett	4409						
Nicola McParland	1616						
Nikoleta Odorico	8123						
Nila Joshi	256						
Nina Howe	1626						
Nisha Johnson	1626						
Noriko Kajiki	2110	6343					
Olga Jarrett	3133						
Oliver Traynor	1724	7735					
Olusola Ariba	4629						
Ozlem Cankaya	987	7626	7765				
Pam Whitty	4156						
Paolo Lucattini	7122						
Pasi Sahlberg	3133						
Pat Rumbaugh	935	4887					
Patricia Chilsen	6055						
Patricia Tucker	5676						
Paul McCrorie	1724	1966	7735	7791			
Paul McIlvenny	9776						
Paul Ramchandani	267	1157					
Pauline (Po Li) Chan	3914						
Pauline McKenna	5711						
Penny Wilson	6552	3560					
Pete King	146	1145	8424				
Peter McCartney	5055						
Phaedra Van Driessche	3019	6745	7940				
Pia Viuff Schytz	736	1303					
Pilaiporn Nunma	4518						
Pip Levett	8238						
Potato Kai Yin Yu	4717						
Preston Blackburn	1298	2749					
Purna Shrestha	727						
Rachel Nesbit	740	2455	2637	4821	8404		
Rachel Ramsden	5308	6777	9252				
Rebecca London	3133						
Rebecca Oberg	6600						
Rhys Davies	5744						
Rianne Jansens	747						
Richard Hastings	5039						
Richard Mills	4009						
Ridhi Sethi	2658						
Rita Cordovil	7791						
Rita Frade	4456						
Rob Wheway	9206						

Robby van Delden	4155						
Robert Murray	3133	8417					
Robert W. Haile	1714						
Robyn Monro Miller AM	1013	4519	5877	5908	7763		
Rodrigo Ramalho	3463						
Rosamund Portus	6180						
Ross Vanderwert	128	5744					
Ruben Aneca	3019	6745	7940				
Ruby Zajac	7687						
Rune Storli	2471						
Ruslan Slutsky	1158						
Ruth Sheridan Cregg	1675						
Saan Van Elsen	6791						
Sabine Vincon	9002						
Sadie Barnes	6180						
Salim Hashmi	128	1626	5744				
Sally Thorne	9252						
Sam Louden	395	9926					
Sam Thomson	4047						
Sandra Gulyurtlu	2279						
Sandra Morales	5336						
Sandra Nascimento	4456						
Sandy Cabrita Gulyurtlu	2981						
Sanné Mestrom		6847	7311				
Sara-Jayne Williams	6180						
Sarah Aiono	7556						
Sarah Gerson	128	5744					
Sarah Goldsmith	5909	8741					
Sarah Kantartzis	5787	6839	8620				
Sarah Scott	9776						
Sarah Younie	727						
Sarah-Jeanne Salvy	1714						
Saundra Norton	8932						
Scott Duncan	4878						
Scott Mackenzie	5001	7747					
Sharon Simpson	5039						
Sharon Smith	395	845	8859				
Shelly Newstead	434	5091					
Shiderlene Vieira de Almeida	6667						
Shih-Tsung Chang	3071	4912	5729				
Shu-Fang Chen	4912						
Shu-fang Chen (娟 陈)	4893						
Siân MacGregor	1765						
Silvia Veiga-Seijo	8620						

Simon Bazley	3560						
Simon Cawthorne	395	845					
Simon Rix	3560						
Siôn Edwards	3560						
Socorro Garcia Alvarado	6280						
Son Truong	256						
Sonia Gonçalves	2187						
Sophie Von Maltzan	7825						
Sreekumar Kumaraswamy	2527						
Sruthi Atmakur-Javdekar	3779	5748	6602				
Stacey Marko	1784	2611					
Stephanie Chambers	7735						
Stephanie Lynch	845						
Sue Bradshaw	7846						
Sue Kingewell	4007						
Sue Palmer	5034						
Susan Chlebowska	3736	8835					
Susan Humble		7928	8620				
Susanna Iivonen	7791						
Suzanne Axelsson	8601						
Suzanne Leung	8885						
Takahisa Matsusaka	1856						
Tania Czajka	3395						
Tanis Grandison	9733						
Tanny Stobart	854	3560	9373				
Tasniva Rahman Mumu	9905						
Thea Toft Amholt	6356						
Theresa Casey		8620	9711	9776			
Thomas Morgenthaler	9155						
Tilia Guilbaud-Walter	6550						
Tim Gill	6203	7831					
Tine Bergiers	3019	6745	7940				
Tobias Cox	4878						
Tom Flint	9733						
Tom Smith	5793						
Tom Stewart	4878						
Tomoko Awahara	6752						
Tracey Joyce	3575						
Tzu-Han Sun	7526						
Uno (Yu-Nung) Lin	2657	3135					
Valerie Wells	7791						
Vicky Armstrong	6458						
Vicky Fox	5711	6337	8279				
Victor Koong	1104						

Vijaya Madhuri	9993						
Virginia Radcliffe	7687						
Wallace Tsang Wai-Hung	4717						
Wei Wei Sang	1104						
Wei-Shun Tseng	7526						
Wendy Binnie	9776						
Wendy Russell		7709	8238				
Whitney Blaisdell	9069						
Willemieke de Klerk	1505						
William Doyle	3133						
William Massey	3133						
Yali Cheng	5336						
Yan Yin Lai	974						
Yoshifumi Okage	4066						
Yuen Chi Chong	974						
Yuko Okamoto	4066						
Yun Yi Amelie Thomas	5866						
Yung-Ting Tsou	2348	4155	6869				
Yusaku Nava Hagiwara	6057						
Zoe Ryan	740						
Zsuzsa Vastag		7928					
Zul Surani	1714						

Domicile of Presenters

Argentina	6907												
Australia	295	455	1013	1146	1666	1962	2383	3133	3334		4007	4064	4519
Australia	4661	5416		5877	5893	5908	6847	6913	6918	7311		7595	7763
Australia	7810		8530	9728									
Belgium	3019	4260	6745	6791	7791	7940	9886						
Brazil	434	1801	2943	3734	4870	6667	7026						
Canada	218	256	434		987	1091	1626	1966	3133	3415	4156	5308	5676
Canada	6203	6665	6777	7439	7480	7626	7765	8123	8480	8949	9002	9069	
Canada	9252	9748	9943	9997									
China	4007	4893											
Denmark	267	736	836	1158	1303	6356		8626					
Estonia	1158												
Finland	3133	7791											
Germany	981	1530	1903	2947	4007	4846	6361	8215					
Greece	1158												
Hong Kong	974	1104	3793	3914	4717	6748	8885						
Hungary		7928											
India	224	700		2527	2658	3779	5748	6602					
Ireland	747	1506	1675	1919	2407	2706	3029	3079	3117	3240	5787	6339	6575
Ireland	6839	7403	7825	8620	9002	9155	9998						
Italy	7122												
Japan	731	1504	1737	1856	2110	3070	3642	4007	4066	4518	5108		5991
Japan	6057	6343	6752	7374	7831	8825							
Netherlands	1035	1505	2348	4155	4338	6869	7474	7735	8391				
New Zealand	4878	5001	7556	7747									
Nigeria	2537	4629											
Norway	1966	2471	3575	5459	6203	7791							
Philippines	8331												
Poland	2628	5433		6478	7928								
Portugal	1719	2187	3463	4456	5299	5980	7474	7791					
Singapore	1876												
Spain	1158												
Sweden	747	2706	3240	7403	8601								
Switzerland	5908	7403	9155										
Taiwan	1610	2657	3071	3135	4912	5336	5729	7526	7685	7930	8054		
Thailand	4518												
Turkey	1158		7509										
UK (England)	128	267	434	601	727	740	745	854	1157	1400	1626	1737	1966
UK (England)	2135	2279	2352	2455	2597	2637	2661	2981	3133	3967	4009	4047	4365
UK (England)	4409	4531	4562	4821	4890	5039	5091	5595	5640	5739		6006	
UK (England)	6180	6393	6550	6552	6600	6877	7709	7823	7831	8238	8335	8404	8605
UK (England)	8615	8626	9045	9206	9212	9221	9373	9992	6203				

UK (Northern Ireland)	446	1616	3426	3585	4678	5055	6575						
UK (Scotland)	257	261	395	446	691	740	806	845	1299	1506	1607	1724	1765
UK (Scotland)	1784	1966	2087	2140	2611	2697	2935	2941	3014	3395	3534	3569	3581
UK (Scotland)	3761	4007	4178	4229	4231	4544	4583	5034	5039	5286	5375	5471	5566
UK (Scotland)	5711	5787		5909	6045	6049	6200	6221	6337	6458	6487	6839	
UK (Scotland)	7273	7427	7441	7567	7687	7735	7791	7928	8279	8404	8620	8741	8859
UK (Scotland)	9002	9087	9155	9493	9711	9729	9733	9776	9849	9905	9926	9999	
	6203												
UK (Wales)	128	146	446	1145	1321	1496	1626	3005	3511	3560		4410	5694
UK (Wales)	5744	5793	6466	6680	7106	7447	7709	7846	8070	8424	8654	8884	9045
UK (Wales)	9066	9711											
USA		573	631		836	870	875	877	935	981	1004	1088	1158
USA	1289	1298	1374	1394	1714	2172	2692	2739	2749	3133	3263	3388	
USA	3736		4200	4603		4887			5336	5761	5787		5843
USA	5866	6055	6141	6280	6316	6455	6543	6738	6777			6935	7077
USA	7153	7309	7763	8059	8417	8835	8894	8932	9093	9599	9778		

International Academic and Practitioner Panel

We should acknowledge the efforts of Panel Members, for giving freely of their time to support Contributors in developing their ideas.

Dr. Jean-Pierre Rossie	Universidade Católica Portuguesa (Africa, Northern)
Professor Elelwani Ramugondo	University of Cape Town (Africa, Southern)
Professor Sudeshna Chatterjee	IPA India and Director, Sustainable Cities and Transport, WRI India (Asia, Central and Southern)
Professor Suzannie Leung	Department of Curriculum and Innovation, The Chinese University of Hong Kong (Asia, SE and Eastern)
Tassy Thompson	Department of Visual and Performing Arts Education, Universitetet i Sør Øst Norge (Europe, Northern and Western)
Dr. Jaume Bantulà Janot	Universitat Ramon Llull (Europe, Southern)
Dr. Tuline Gülgönen	Instituto de Estudios Criticos (Latin America and the Caribbean)
Assistant Professor Janet Loebach	IPA Canada & Cornell College of Human Ecology, Cornell University, (North America)
Dr. Michael Patte	Bloomsburg University (North America)
Assistant Professor Jennifer Cartmel	Griffith University (Oceania)
Professor Helen Lynch	University of Cork (Republic of Ireland)
Dr. Wendy Russell	University of Gloucestershire (UK, England)
Dr. Maria Jesus Alfaro-Simmonds	University of Birmingham (UK, England)
Dr Glenda Walsh	Stranmills University (UK, Northern Ireland)
Anne-Marie Mackin	IPA National Representative (UK, Scotland)
Dr. Sarah Goldsmith	West College Scotland (UK, Scotland)
Dr. Avril Johnstone	University of Glasgow (UK, Scotland)
Dr Stacey Marko	Queen Margaret University (UK, Scotland)
Dr Peter King	Swansea University (UK, Wales)