

# Outdoor Play, Risky Play & Healthy Child Development

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<http://www.kidactive.ca>



# Why are we here?

## Why is this important?

1. UN Convention on Human Rights includes every child's right to play
2. Play is a critical contributor to healthy child development
3. Connection to nature/land is integral to our well-being, culture and a part of an ecological model of health
4. Less than 7 % of our children are active enough for healthy child development

# Workshop Goals

- Share and document local knowledge, assets, opportunities and goals
- Share evidence-based knowledge, practice and emerging research connecting outdoor and risky play to healthy child development
- Share definitions, case studies and tools (e.g. risk assessment) to strengthen our understanding of the benefits of outdoor play and risky play.
- Reframe concepts of risk and provide simple definitions of what is and is not risky play.
- Build and/or strengthen a connected network of partners and collaboration to support increased quality and quantity of outdoor and risky play.
- Strengthen multi-sector support to increase local opportunities that connect children's health and well-being to their access to outdoor play (including risky play and nature).
- Document local ideas and stories to local priorities and action plans.

# Workshop Agenda

10:30 - noon

“What is Play”

Group work - 20 min. Childhood Stories - *Where? Who were you with? What did it look like?*

2 provocations - *What has changed? Why is this important?*

“What is Risk”

1:00 - 3:00

*Risk as a continuum, subjective - activity to illustrate perception of risk*

How do we talk about risk? <https://outsideplay.ca/>

How do we assess risk?

How do we manage risk?

How do we feel comfortable with risk-perceived and actual risk? (increased knowledge, training)

*Incorporating risk into a program - loose parts, culture, space and time*

Risk assessment

Scenario-based - experience, site and daily risk benefit assessment

Design play space - affordance that includes culture, space and time.

Incorporating natural play spaces and loose parts







# Play Worth Remembering

Survey Responses

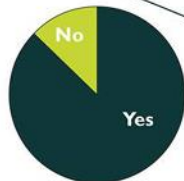
As a child, what was your favourite outdoor play space?



Did you consider this a safe place to play?



Would you allow your kids to play there today?



What were your favourite features of the space?



What were the types of physical challenges in this space?



(Most Popular Responses)

Are playgrounds too safe today?





















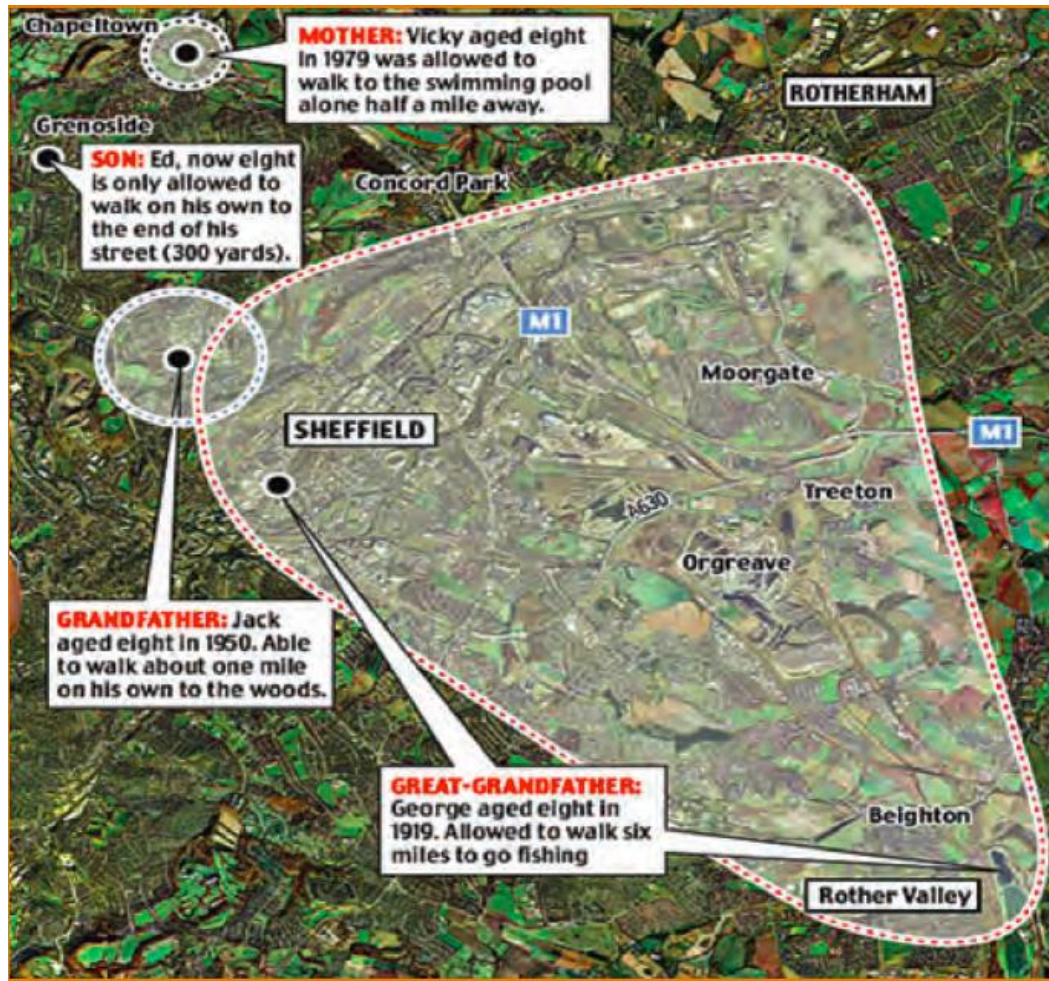








# Independent Mobility



**Figure 26:** The Drastic Reduction in the Home Territory of 8-Year-Olds Across 3 Generations (Source: the Daily Mail<sup>123</sup>).

- Great Grandfather (1919): Allowed to walk 6 miles to go fishing
- Grandfather (1950): Able to walk about 1 mile on his own to go the the woods
- Mother (1979): Allowed to walk to the swimming pool alone half a mile away
- Son (today): Only allowed to walk on his own to the end of his street – 300 meters

# *Storytelling & knowledge sharing*







*The Biggest Risk is*  
**KEEPING KIDS  
INDOORS**









CHILDHOOD  
FITNESS  
STUDY

CANADA RANKS

D-

FROLIC...  
HARDER!!!

CERTIFIED  
SAFE-T<sup>®</sup> PLAY CHAMBER

GARY GORDON



as school hours. sion of their children

# PLAYGROUND RULES

1. KEEP YOUR HANDS AND FEET TO YOURSELF.
2. WALK, DON'T RUN.
3. NO PUSHING OR SHOVING.
4. THINK BEFORE YOU ACT.



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# Toronto school bans hard balls

The Canadian Press Posted: Nov 16, 2011 2:28 PM ET | Last Updated: Nov 16, 2011 8:24 PM ET 209



Hard balls banned 2:02

Students at an east-end Toronto school are being told to leave their soccer balls — and other hard balls — at home.

The principal of East Beaver Creek School has asked students to leave their hard balls at home.



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# What is play?



- How do you describe/ define child play?
  - Spontaneous
  - Internally motivated





# What is risky play?



*... thrilling & exciting forms of play  
involving chance of physical injury*



# New Perspective...

The definition of risk is no longer  
"chance or probability of loss", but  
"the effect of uncertainty on  
objectives"



International  
Organization for  
Standardization

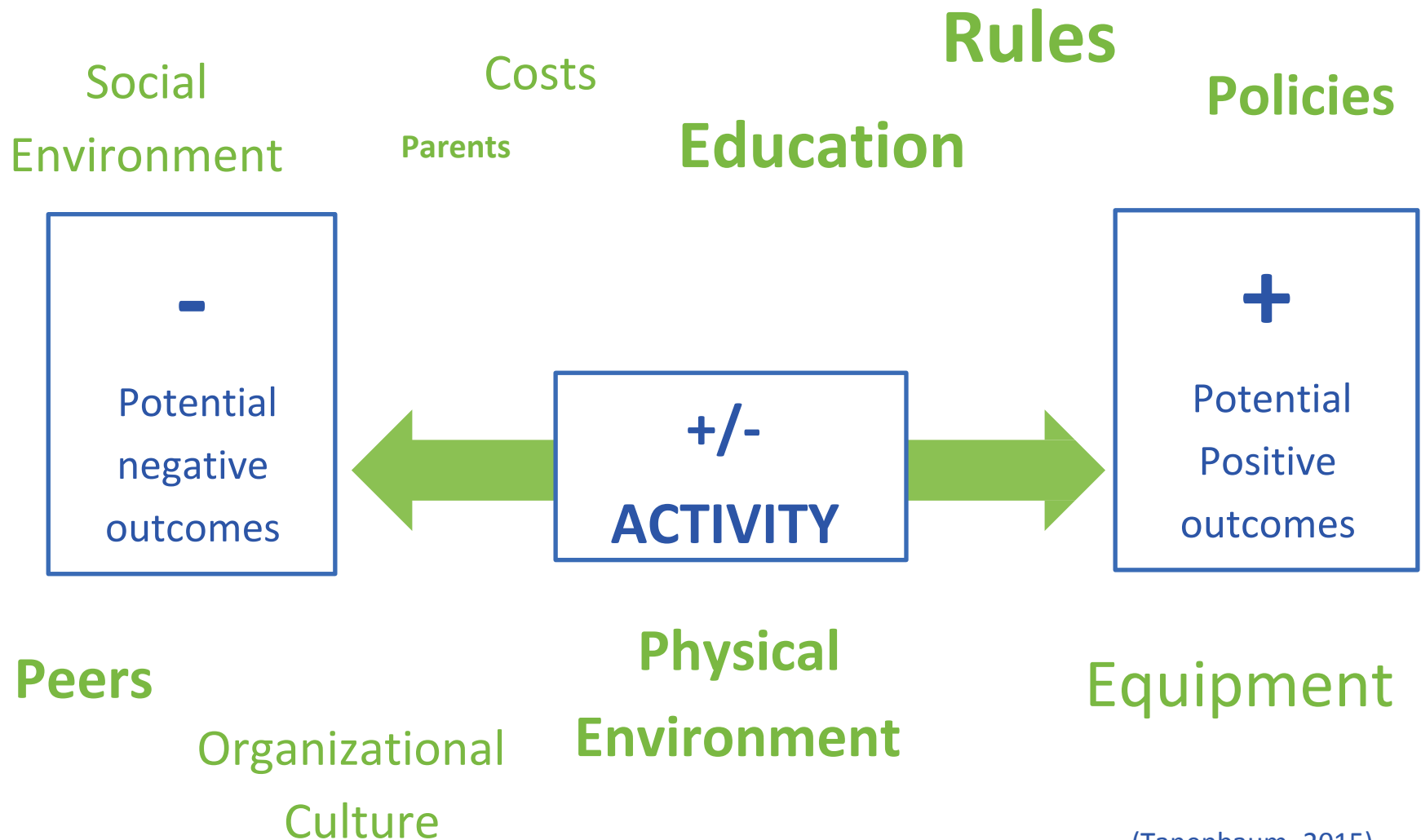


# New Perspective...



(Tanenbaum, 2015)

# Key influencers...



(Tanenbaum, 2015)



# Time to shift our thinking

- Risk was originally conceived as a negative outcome in a business environment
- How do we define risk today?
- How does this word permeate into our everyday lives?
  - Walking to school?
  - Playing a particular sport?
  - Playing at the park?





????



There is no developmental benefit to an industrial risk, but there is a benefit for play-related risk (Ball, Gill and Spiegel, 2012).



# Risky Play (Sandsetter, 2009)



Speed



Height



Dangerous  
Tools



Dangerous  
Elements



Rough &  
Tumble



Getting Lost

# What Risky Play is Not

- Neglect
- Recklessness
- Promotion of hazards





# Hazard

vs

# Risk



As Safe as *Necessary*, not As Safe as *Possible*

# Developmental Benefits of Risky Play

(Bekoff & Byers, 1981, Bjorklund & Pellegrini, 2000, Byers & Walker, 1995, Humphreys & Smith, 1987, Pellegrini & Smith, 1998, Rakison, 2005; Bjorklund & Pellegrini, 2002, Fiskum, 2004)



<http://www.drhilldean.com/images/2012/10/Balancing-on-a-Log.jpg>

- Physical/motor competence
  - Muscle strength, balance coordination, reaction time
- Spatial orientation
  - Awareness of body and body parts in space
  - Perception of object depth, height, speed & ability to adjust
- Environmental competence
  - Sense of purpose,
  - Self-worth and self-efficacy
  - Social competence & Resilience



# *Evidence & Research*



Healthy built  
environments  
and access to

**NATURE**

are determinants  
of health

It is  
estimated that  
**90%**  
of our time  
is spent indoors





Increased physical  
activity outside in the

# NATURAL ENVIRONMENT

has a positive impact  
on the health and  
well-being of children





Children and youth  
spend an average of

**8 HOURS**

of every day on

**SCREEN TIME**



**ACTIVE PLAY**  
in natural spaces  
contributes  
to a child's  
**HEALTHY**  
**DEVELOPMENT**



# Meanwhile in Ontario...



## Age group

00-04

4,550

35

05-09

1,071

307

10-14

247

207

15-19

168

83

**Total**

**6,036**

**632**

Source: Ambulatory Emergency External Cause (Chapter 20)(NACRS), Ontario Ministry of Health and Long-Term Care: IntelliHEALTH ONTARIO. Extracted November 17, 2015.



# What's killing us?

Then (1900's)	Now (2000's)
Pneumonia Influenza Tuberculosis Diarrhea and enteritis	Heart disease and Stroke Cancer Respiratory disease <b>Injuries</b>



**POSITION STATEMENT ON ACTIVE OUTDOOR PLAY**

# Position



**Access to active play in nature and outdoors—with its risks—is essential for healthy child development. We recommend increasing children’s opportunities for self-directed play outdoors in all settings—at home, at school, in child care, the community and nature.**



# Evidence based collaboration

This Position Statement was informed by the best available evidence, interpreted by a group of Canadian experts representing 14 organizations, and reviewed and edited by more than 1,600 stakeholders. Details of the process are published in the *International Journal of Environmental Research and Public Health*  
[www.mdpi.com/journal/ijerph](http://www.mdpi.com/journal/ijerph)

# Partners and Funders





# Systematic Reviews

*Int. J. Environ. Res. Public Health* **2015**, *12*, 6455–6474; doi:10.3390/ijerph120606455

OPEN ACCESS

International Journal of  
**Environmental Research and  
Public Health**  
ISSN 1660-4601  
[www.mdpi.com/journal/ijerph](http://www.mdpi.com/journal/ijerph)

*Review*

## **What Is the Relationship between Outdoor Time and Physical Activity, Sedentary Behaviour, and Physical Fitness in Children? A Systematic Review**

Casey Gray <sup>1,\*</sup>, Rebecca Gibbons <sup>2</sup>, Richard Larouche <sup>1</sup>, Ellen Beate Hansen Sandseter <sup>3</sup>, Adam Bienenstock <sup>4,†</sup>, Mariana Brussoni <sup>5,6,†</sup>, Guylaine Chabot <sup>7,†</sup>, Susan Herrington <sup>8,†</sup>, Ian Janssen <sup>9,10,†</sup>, William Pickett <sup>10,†</sup>, Marlene Power <sup>11,†</sup>, Nick Stanger <sup>12,†</sup>, Margaret Sampson <sup>13</sup> and Mark S. Tremblay <sup>1,14</sup>

[www.mdpi.com/1660-4601/12/6/6455](http://www.mdpi.com/1660-4601/12/6/6455)

The objective of this systematic review was to examine the relationship between outdoor time and: (1) physical activity, (2) cardiorespiratory fitness, (3) musculoskeletal fitness, (4) sedentary behaviour; or (5) motor skill development in children aged 3–12 years.

Our systematic review, based on “very low” to “moderate” quality evidence, provides consistent evidence that children aged 3–12 years who spend more time outside are more active and less sedentary. All of the included studies reported positive effects on movement behaviours. Positive findings were apparent across ages, sexes and contexts (e.g., preschool, physical education, leisure time). Our findings highlight the importance of preserving time in children’s schedules for unstructured outdoor play and also for incorporating time outdoors within structured contexts like school and childcare as a means of promoting healthy active living.



# Systematic Review # 2

*Int. J. Environ. Res. Public Health* **2015**, *12*, 6423–6454; doi:10.3390/ijerph120606423

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International Journal of  
**Environmental Research and  
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*Review*

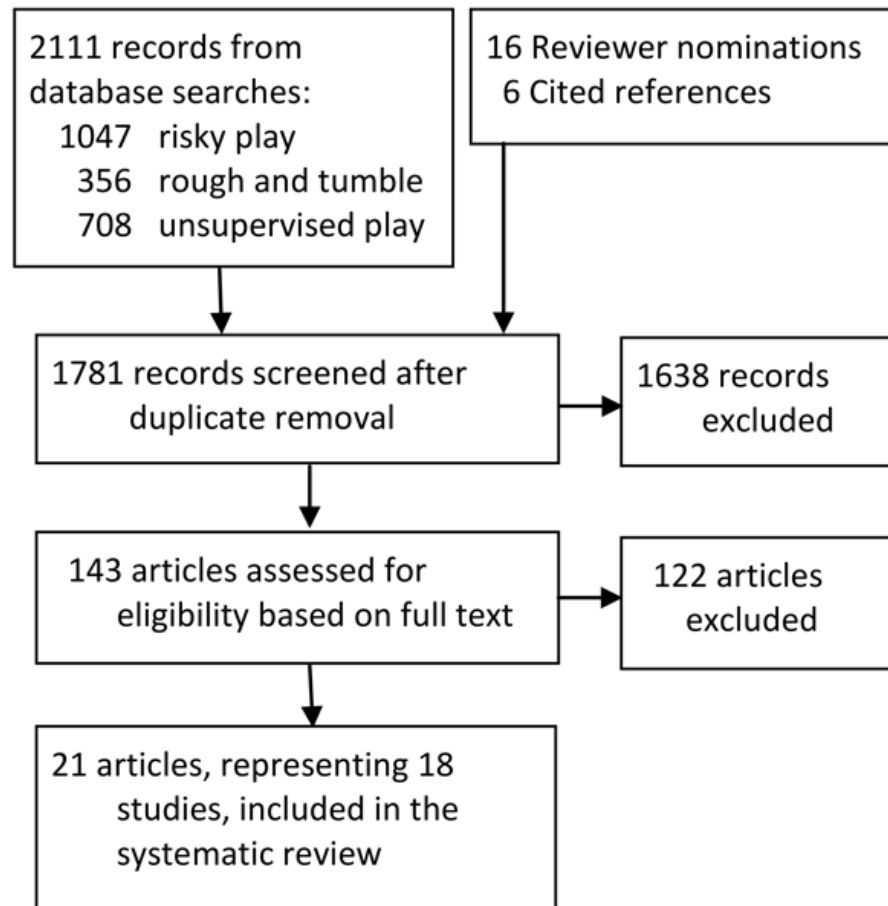
## **What is the Relationship between Risky Outdoor Play and Health in Children? A Systematic Review**

Mariana Brussoni <sup>1,2,\*</sup>, Rebecca Gibbons <sup>3</sup>, Casey Gray <sup>4</sup>, Takuro Ishikawa <sup>1</sup>,  
Ellen Beate Hansen Sandseter <sup>5</sup>, Adam Bienenstock <sup>6,†</sup>, Guylaine Chabot <sup>7,†</sup>, Pamela Fuselli <sup>8,†</sup>,  
Susan Herrington <sup>9,†</sup>, Ian Janssen <sup>10,11,†</sup>, William Pickett <sup>11,†</sup>, Marlene Power <sup>12,†</sup>, Nick Stanger <sup>13,†</sup>,  
Margaret Sampson <sup>14</sup> and Mark S. Tremblay <sup>4,15</sup>

[www.mdpi.com/1660-4601/12/6/6423](http://www.mdpi.com/1660-4601/12/6/6423)

# Benefits of Risky Play (Brussoni, et al, 2015)

**Figure 1.**PRISMA Flow Diagram





# Risky Play Systematic Review

We sought to conduct a systematic review to examine the relationship between risky outdoor play and health in children, in order to inform the debate regarding its benefits and harms.

The systematic review revealed overall positive effects of risky outdoor play on a variety of health indicators and behaviours, most commonly physical activity, but also social health and behaviours, injuries, and aggression. The review indicated the need for additional “good quality” studies; however, we note that even in the face of the generally exclusionary systematic review process, **our findings support the promotion of risky outdoor play for healthy child development.**

# Results

Getting lost, height, rough & tumble, risky play  
supportive environments

Risky play related to health

- + Physical activity
- Sedentary behaviour
- + Social health/behaviour

No study reported negative effects



# Context

- 2 systematic reviews conducted to examine best available scientific evidence on the net effect (i.e., balance of benefits vs. harms) of outdoor and risky active play.
- Other research and reviews consulted.
- Position Statement applies to girls and boys (aged 3-12 years) regardless of ethnicity, race, or family socioeconomic status.
- Children who have a disability or a medical condition should also enjoy active outdoor play in compliance with guidance from a health professional.
- Have we as a society lost the appropriate balance between keeping children healthy and active and protecting them from serious harm?
- If we make too many rules about what they can and can't do, will we hinder their natural ability to develop and learn?
- If we make injury prevention the ultimate goal of outdoor play spaces, will they be any fun?
- Are children safer sitting on the couch instead of playing actively outside?

# Context

**We need to recognize the difference between danger and risk. And we need to value long-term health and fun as much as we value safety.**

# What Risk Means

- In play, risk doesn't mean courting danger—like skating on a half-frozen lake or sending a preschooler to the park alone.
- It means the types of play children see as thrilling and exciting, where the possibility of physical injury may exist, but they can recognize and evaluate challenges according to their own ability.
- It means giving children the freedom to decide how high to climb, to explore the woods, get dirty, play hide 'n seek, wander in their neighbourhoods, balance, tumble and rough-house, especially outdoors, so they can be active, build confidence, autonomy and resilience, develop skills, solve problems and learn their own limits.
- It's letting kids be kids—healthier, more active kids.



# Evidence

- When children are outside they move more, sit less and play longer<sup>3-12</sup>—behaviours associated with improved cholesterol levels, blood pressure, body composition, bone density, cardiorespiratory and musculoskeletal fitness and aspects of mental, social and environmental health.<sup>13-22</sup>
- Hyper-parenting limits physical activity and can harm mental health.<sup>54-57</sup>
- When children are closely supervised outside, they are less active.<sup>4,58-68</sup>

# Evidence

- Children are more curious about, and interested in, natural spaces than prefabricated play structures.<sup>69-79</sup> Children who engage in active outdoor play in natural environments demonstrate resilience, self-regulation and develop skills for dealing with stress later in life.<sup>80-98</sup>
- Outdoor play that occurs in minimally structured, free and accessible environments facilitates socialization with peers, the community and the environment, reduces feelings of isolation, builds inter-personal skills and facilitates healthy development.<sup>4,59,70,76,83,99-103</sup>

# Outdoor Play is Safer Than You Think!

- The odds of total stranger abduction are about 1 in 14 million based on RCMP reports.<sup>23</sup> Being with friends outdoors may further reduce this number.
- Broken bones and head injuries unfortunately do happen, but major trauma is uncommon. Most injuries associated with outdoor play are minor.<sup>24-31</sup>
- Canadian children are eight times more likely to die as a passenger in a motor vehicle than from being hit by a vehicle when outside on foot or on a bike.<sup>32-34</sup>



# Indoor Hazards

- When children spend more time in front of screens they are more likely to be exposed to cyber-predators and violence, and eat unhealthy snacks.<sup>35-39</sup>
- Air quality indoors is often worse than outdoors, increasing exposure to common allergens (e.g., dust, mould, pet dander), infectious diseases, and potentially leading to chronic conditions.<sup>40-43</sup>
- In the long-term, sedentary behaviour and inactivity elevate odds of developing chronic diseases, including heart disease, type-2 diabetes, some forms of cancer and mental health problems.<sup>44-53</sup>

# Position Statement Acknowledgments

Funding for the development of the Position Statement was provided by:



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The Position Statement was developed and is supported by Professor Susan Herrington, MLA, University of British Columbia; Dr. William Pickett, Queen's University, and:



# Background Papers

<input type="checkbox"/>	<a href="#">Open Access</a> <a href="#">Review</a> <b>Review: Position Statement on Active Outdoor Play</b> by Mark S. Tremblay, Casey Gray, Shawna Babcock, Joel Barnes, Christa Costas Bradstreet, Dawn Carr, Guylaine Chabot, Louise Choquette, David Chorney, Cam Collyer, Susan Herrington, Katherine Janson, Ian Janssen, Richard Larouche, William Pickett, Marlene Power, Ellen Beate Hansen Sandseter, Brenda Simon and Mariana Brussoni <i>Int. J. Environ. Res. Public Health</i> <b>2015</b> , <i>12</i> (6), 6475-6505; doi: <a href="#">10.3390/ijerph120606475</a> Received: 22 April 2015 / Revised: 22 May 2015 / Accepted: 29 May 2015 / Published: 8 June 2015 <a href="#">Show/Hide Abstract</a>   <a href="#">PDF Full-text (757 KB)</a>   <a href="#">Supplementary Files</a>
<input type="checkbox"/>	<a href="#">Open Access</a> <a href="#">Review</a> <b>Review: What Is the Relationship between Outdoor Time and Physical Activity, Sedentary Behaviour, and Physical Fitness in Children? A Systematic Review</b> by Casey Gray, Rebecca Gibbons, Richard Larouche, Ellen Beate Hansen Sandseter, Adam Bienenstock, Mariana Brussoni, Guylaine Chabot, Susan Herrington, Ian Janssen, William Pickett, Marlene Power, Nick Stanger, Margaret Sampson and Mark S. Tremblay <i>Int. J. Environ. Res. Public Health</i> <b>2015</b> , <i>12</i> (6), 6455-6474; doi: <a href="#">10.3390/ijerph120606455</a> Received: 16 March 2015 / Revised: 14 April 2015 / Accepted: 23 April 2015 / Published: 8 June 2015 <a href="#">Show/Hide Abstract</a>   <a href="#">PDF Full-text (722 KB)</a>   <a href="#">Supplementary Files</a>
<input type="checkbox"/>	<a href="#">Open Access</a> <a href="#">Review</a> <b>Review: What is the Relationship between Risky Outdoor Play and Health in Children? A Systematic Review</b> by Mariana Brussoni, Rebecca Gibbons, Casey Gray, Takuro Ishikawa, Ellen Beate Hansen Sandseter, Adam Bienenstock, Guylaine Chabot, Pamela Fuselli, Susan Herrington, Ian Janssen, William Pickett, Marlene Power, Nick Stanger, Margaret Sampson and Mark S. Tremblay <i>Int. J. Environ. Res. Public Health</i> <b>2015</b> , <i>12</i> (6), 6423-6454; doi: <a href="#">10.3390/ijerph120606423</a> Received: 26 January 2015 / Revised: 29 March 2015 / Accepted: 8 April 2015 / Published: 8 June 2015 <a href="#">Show/Hide Abstract</a>   <a href="#">PDF Full-text (779 KB)</a>   <a href="#">Supplementary Files</a>



# Process Paper

**Table 3.** Stakeholder assessment of the *Position Statement's* clarity and stakeholder level of agreement, by section.

Section Title		Section Clearly Stated			Agreement with Section			
	Total N	Strongly Agree	Somewhat Agree	Combined Agreement	Total N	Strongly Agree	Somewhat Agree	Combined Agreement
Statement	1903	1439	410	1849	1908	1738	153	1891
		(75.6%)	(21.5%)	(97.1%)		(91.1%)	(8.0%)	(99.1%)
Context	1809	1384	374	1758	1811	1575	201	1776
		(76.5%)	(20.7%)	(97.2%)		(87.0%)	(11.1%)	(98.1%)
Evidence	1770	1251	445	1696	1773	1438	284	1722
		(70.7%)	(25.1%)	(95.8%)		(81.1%)	(16.0%)	(97.1%)
Recommendations	1723	1290	393	1683	1727	1388	298	1686
		(74.9%)	(22.8%)	(97.7%)		(80.4%)	(17.3%)	(97.7%)

# Balanced Approach

- Need to better balance health promotion and life-skill development with safety concerns
- Resist “surplus safety”
- Sterile, bubble-wrapped environments may provoke undesired/deviant behaviours, or worse, anxieties or phobias
- Be cautious of “lulling effect”
- Need to manage, **not eliminate**, risk
- Accept evidence of benefits of “risky play”
- Balance experiential learning and paternalism

# *Identifying Community Barriers to Outdoor Play*





# Understanding barriers



Let us take risks



I am an 11 year old kid and I love to play outside and I can, when I am at home, but at school there are so many rules especially in the winter. We are not allowed on the swings or play structures. Also, last year we were not allowed on the icy patches. The worst thing is that we are never allowed in the woods. Kids need to get hurt or else when we get hurt later on in life, we won't know how to deal with it.

-Ailish Patterson Deep River

# outdoor play

## strategy

### An exploration of children's unstructured outdoor play in Canada

In 2013, the Lawson Foundation started rethinking how we could help shift kids' behaviours towards healthier lifestyles. We decided to explore outdoor play as a lever to reverse the inactivity crisis and as an essential element to support *healthy child development*, the Foundation's ultimate goal.

We started by co-funding three academic papers (*risky play, outdoor time, active outdoor play*) and supported the convening of a working group to develop the *Position Statement on Active Outdoor Play* under the leadership of *Dr. Mark Tremblay*. The Position Statement was released to resounding positive media attention in June 2015 by ParticipACTION via the *Report Card on Physical Activity for Children and Youth*. This was followed by our funding call to identify projects that collectively would help inform how communities can increase children's opportunities for unstructured outdoor play.

For the next few years we will be working with organizations across Canada and ranging across physical activity, recreation, injury prevention, public health, early childhood education, environment, education, mental health, but all focused on children's outdoor play. Collectively the projects will produce tools, resources and training to build practitioner and decision maker capacity to support outdoor play, test delivery models for community implementation, and use research and evaluation to measure the effectiveness of various approaches.

We are using a cohort approach where the projects will convene periodically to network, share and learn together. We'll be learning throughout this process, meeting new stakeholders, discovering more about what's already underway across Canada and abroad, and engaging in a developmental evaluation to understand how the learning from the projects could collectively make a difference for Canadian kids.

To stay connected to the Lawson Foundation's Outdoor Play Strategy, sign up [here](#) or follow us on social media.



**2013-2018**  
timeline

**\$2,700,000**  
investment to date

**18**  
projects across  
Canada



— THE  
LAWSON  
FOUNDATION



# Playground claim thrown out in landmark court judgement

Posted on [February 22, 2016](#) | [14 Comments](#)

A claim for compensation after a playground accident has been rejected in a precedent-setting legal case in the Supreme Court of British Columbia. The civil claim was made against the municipality of Saanich, following an accident during a game of ‘grounders’ (a chase game played on and around fixed play equipment that my daughter and her London friends would know better as ‘off-ground touch’).



The accident happened in 2009 when the claimant, Rebecca Thompson, was eleven years old and had been attending a day camp during the summer



<https://vimeo.com/147505136>



# *Position Statement Stories & Impact*

From our experience as Canadian young people, this statement coincides with what we believe contributes to fun, healthy, and active child development. From our perspective, which stems from our research and personal experience, this statement accurately identifies priorities for child active outdoor play.

*Child Health 2.0 Youth Advisory Board and Child health 2.0 Research Team*







we will play outside in our "fort" at  
our OWN RISK. We are very  
responsible students. Our lunch  
break is our own break so we  
should have more say in what we  
want. Kristen Coupland and Aimee  
Godreu have participated in the  
CANADIAN RED CROSS SAFETY  
SITTER and know what to do in an  
emergency. Shivaan Godreau,  
Aimee Godreau and Kristen  
Coupland would like this contract  
to last till May 12, 2016-June 24,  
2017 (The end of grade 8 for the

plants,  
spotting and  
as squirrels, chipmunks  
little insects. Having this  
mean a lot to us and also if we  
"expand" our schoolyard it will let  
children play on the far  
side and then the young  
spot to play  
grades  
awa

girls). Our "fort" has a great learning oasis. Opportunities that involve with our "fort" are: beautiful plants, amazing sitting trees, bird spotting and natures animals such as squirrels, chipmunks and even little insects. Having this fort will mean a lot to us and also if we "expand" our schoolyard it will let other children play on the far baseball field and then the younger grades can get a spot to play baseball so the older grades can play at the far end. We are aware that the Gasmans property is right

beside the area that we would like to claim and we do know not to play on the dirt road because there will be cars driving past and we promise we will look both ways before crossing. We do understand what Julie Weaver and Ms. Seabank are saying about supervision problems and we will find a willing adult to watch over us as we play gratefully.

Student Signature Kristen Coupland  
Almee Godreau  
Shirlean Godreau

Parent Signature \_\_\_\_\_

Julie Weaver Signature \_\_\_\_\_

Ms. Seabank Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

Mr. Gasmans Signature \_\_\_\_\_





# **HEALTHY KIDS**

## **COMMUNITY CHALLENGE**

**Run. Jump. Play. Every Day.**

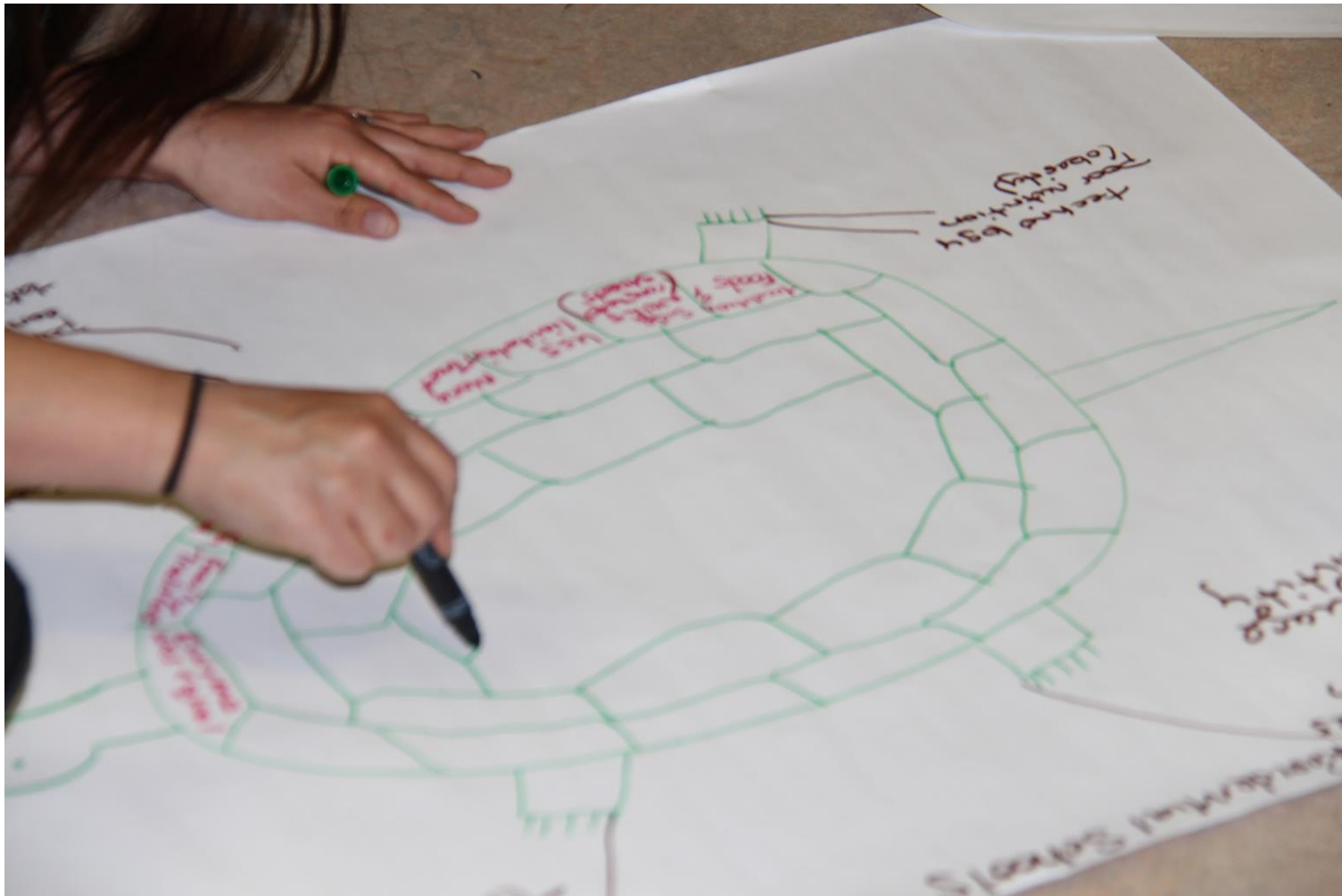
# Thank you

Susan Patterson  
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# Mapping Connections & Understanding Barriers



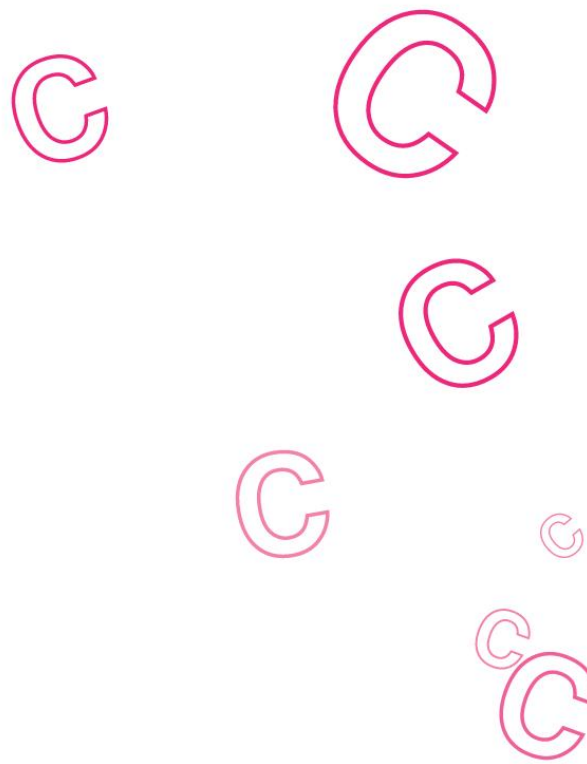


Identify important parts of your community,  
what will improve and increase  
opportunities for outdoor active play &  
active transportation  
and how they are connected?

# Community Action

Build next steps, including alignments opportunities and timelines.

Create a vision for your community, identify important community champions, existing community strengths and opportunities.



an informational guide to young children's outdoor play spaces

7Cs



# Community Based Action - steps for positive impact

1. **Confidence** - *evidence-informed action & current research*
1. **Ownership** – *collective action – right to participate in shaping the spaces where children play*
1. **Tools** - *evidence-based resources - e.g.: position statement*
1. **Trust** - *that we can make change – positive impact*

1. Where does “risky play” fit into your organizations vision, mission and or values?
1. What do you need within your organization, or from an external organization, to facilitate the inclusion of risky play in your organizations initiatives/strategies?
1. Consider the next three months...what are some “easy wins” to increase access to risky play opportunities for children and youth in Ontario?

# Mutually Reinforcing Activities

- Training & resources
- Research
- Practice
- Education transformation
- Policy
- Legal / Liability



# Thank you

Pamela Fuselli  
Parachute

<http://www.parachutecanada.org/>

Brandy Tanenbaum  
Sunnybrook Health Sciences Centre  
<http://www.playsafeinitiative.ca/>

Shawna Babcock  
Canadian Outdoor Play Working  
Group  
KidActive Canada  
<http://www.kidactive.ca>



# Engaging Your Community

Join us to increase every child's opportunity for **outdoor play** and active transportation in communities across Ontario.

OCTOBER 27, 2015  
10 am to 3:30 pm

Lakehead University, Faculty Lounge  
Thunder Bay ON  
\$75 • Healthy, local lunch included

## Communities

Thunder Bay  
Toronto GTA  
Peterborough  
London

## Concepts

Outdoor Active Play  
Active Transportation  
Natural Environment  
Built Environment  
Risk & Play  
Mental Health & Well-Being  
Community Development  
Healthy Equity  
Ecological Model  
Collective Impact

## Sectors

Health  
Planning  
Youth  
Social Services  
Community Health  
Economic Development  
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Provincial Partners: KidActive | CHED Research Institute - HALO | Green Communities of Canada | Child & Nature Alliance | Forest School Canada | Parks and Recreation Ontario | Back to Nature Network



# PLAY

**A REPORT BY THE ALL-PARTY PARLIAMENTARY GROUP  
ON A FIT AND HEALTHY CHILDHOOD**





## RECOMMENDATIONS

- Support provision for children to experience risk and challenge and develop resilience and self-reliance through play, both in their communities and in schools
- Encourage the use of natural materials in playground design and support the development of adventure playgrounds; train school staff to recognise the elements of good design
- Support the Forest School movement and other initiatives to take urban children into rural settings and likewise, through improved training and design, bring the 'rural' play environment into urban schools
- Ensure that every indoor play environment does not take a 'tick box' approach to compliance with standards. Each site should be able to demonstrate how children may benefit from encountering the facility
- Training and guidance documents on indoor play for use by teachers, play supervisors (and perhaps through media campaigns) for parents in a non-patronising and informative manner
- Provide clear communication to parents of the benefits of play in and around the home and how to facilitate it

Such is the ubiquity of children's play, and so diverse the factors that either constrain or support it within the public realm that an effective play policy must engage with and coordinate changes to a wide range of domains and functions. These encompass:

- Planning
- Architecture and landscape architecture
- Traffic
- Policing
- Housing developers and managers
- Park planners, designers, providers and managers
- Leisure and cultural services including their catering facilities
- Schools
- Children's services
- Early years' and childcare provision
- Prisons
- Hospitals
- Immigration centres
- Housing for the homeless and children's homes

as well as play services themselves.

# *Impact - local, provincial & national*

A network diagram on a teal background. It features a central node connected to several other nodes, with lines radiating outwards. The text is overlaid on this diagram.

Connected multi-sector  
**COLLABORATION,  
TOOLS AND ACTION**

build healthy  
communities where  
**EVERY CHILD HAS ACCESS**  
to safe, natural outdoor  
active play and  
active transportation

A network diagram on a white background. It features a central node connected to several other nodes, with lines radiating outwards. The text is overlaid on this diagram.