



Outdoor play and children's development

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1

Aims of the session

- Think about childrens play
- The importance of the outdoors
- How playing supports childrens development
- What the Welsh Government say about quality play environments



2

Play memories



3

Common Play Patterns in previous generations of children

- Children played with children
- Children were resourceful
- Children created their own provision
- Children played in a broad range of places - especially outside!!
- Children were afforded freedom



4

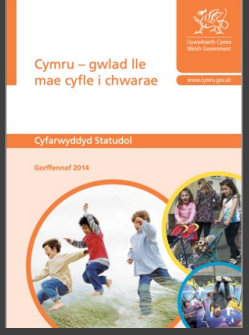
Definitions of play

- Play – *play is freely chosen, personally directed and intrinsically motivated*
(Welsh Government, National Play Policy)
- *Play is any behaviour, activity or process initiated, controlled and structured by children themselves; it takes place whenever and wherever opportunities arise. The key characteristics of play are fun, uncertainty, challenge, flexibility and non- productivity.*
(General Comment 17 on UNCRC article 31)

5

Cymru – gwlad lle mae cyfle i chwarae

Wales – A Play Friendly Country



“Mae chwarae mor hanfodol bwysig i bob plentyn wrth iddo ddatblygu ei sgiliau corfforol, cymdeithasol, meddyliol, emosiynol a chreadigol fel y dylai cymdeithas achub ar bob cyfle i’w gefnogi a chreu amgylchedd sy’n ei feithrin. Dylai’r broses o wneud penderfyniadau ar bob lefel o lywodraeth ystyried effaith y penderfyniadau hyn ar y cyfleoedd a gaiff plant i chwarae.”

“Play is so critically important to all children in the development of their physical, social, mental, emotional and creative skills that society should seek every opportunity to support it and create an environment that fosters it. Decision making at all levels of government should include a consideration of the impact of those decisions, on children’s opportunities to play.”

6



Facilitating play in the outdoor environment

7

Darpariaeth chwarae o ansawdd / Quality Play Provision

Mae darpariaeth chwarae o ansawdd yn rhoi'r cyfle i bob plentyn ryngweithio'n rhydd â'r canlynol neu ei brofi:

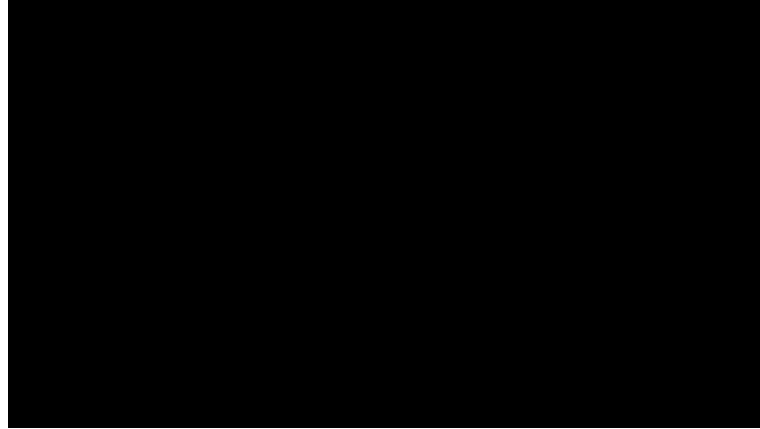
- Plant eraill
- Y byd naturiol
- Rhannau rhydd
- Y pedair elfen
- Her ac ansicrwydd
- Newid hunaniaeth
- Symud
- Chwarae gwyllt
- Y synhwyrau

Quality play provision offers all children the opportunity to freely interact with or experience the following:

- Other children
- The natural world
- Loose parts
- The four elements
- Challenge and uncertainty
- Changing identity
- Movement
- Rough and tumble
- The senses

8

DYMA FI | THIS IS ME



9



Chwarae, lechyd, Gweithgarwch Corfforol
Play, Physical Activity Health

Chwarae a chydnerthedd / Play and resilience



Chwarae a lles / Play and well-being

10

Chwarae a gweithgarwch corfforol / Play and physical activity

- Mae chwarae yn cyfrannu at iechyd plant drwy ddarparu ymarfer corff parhaus ac amrywiol sy'n datblygu stamina
- Gallai hyn gynnwys gweithgareddau fel gemau anffurfiol, helpa, dringo ac adeiladu.
- Mae dringo yn datblygu cryfder, cydsymud a chydbwysedd tra bod neidio yn cyfrannu at ddwysedd esgyrn. Pan fo plant yn ail-wneud gweithred fel rhan o'u chwarae maen nhw'n aml yn y broses o raddnodi – dysgu rheoli cyrff sy'n tyfu - ynghyd â datblygu ystwythder, cydsymud a hyder.
- Playing contributes to children's health by providing prolonged and wide-ranging exercise that develops stamina.
- This might include activities such as informal games, chase, climbing and building.
- Climbing develops strength, co-ordination and balance while jumping contributes towards bone density. When children repeat an action as part of their play they are often in the process of calibrating – learning to manage growing bodies – as well as developing agility, co-ordination and confidence.

11

Chwarae a lles *Chwarae—a theimlo'n dda* Play and wellbeing *Play—and being well*

- Mae chwarae plant yn darparu ymddygiad sylfaenol ar gyfer datblygu cydnheredd, a thrwy hynny'n gwneud cyfraniad pwysig tuag at les plant (Masten a Obradadovic, 2006).
- Awgryma'r dystiolaeth hon bod chwarae yn cyfrannu at ddatblygu cydnheredd drwy nifer o systemau cydgysylltiedig, gan gynnwys:
 - Rheoli emosiynau
 - Pleser a mwynhau hynnyddo teimladau cadarnhaol
 - Y system ymateb i straen a'r gallu i ymateb i ansicrwydd
 - Creadigrwydd a'r gallu i wneud cysylltiadau newydd a gwahanol
 - Dysgu
 - Ymlyniad â phobl a lle
- Children's play 'provides a primary behaviour for developing resilience, thereby making a significant contribution to children's wellbeing' (Masten and Obradadovic, 2006).
- This evidence suggests that play contributes to developing resilience through a number of interrelated systems including:
 - Emotional regulation
 - Pleasure and enjoyment of promotion of positive feeling
 - The stress response system and the ability to respond to uncertainty
 - Creativity and the ability to make new and different connections
 - Learning
 - Attachment to people and place

12

Chwarae a chydnerthedd / Play and resilience

Mae gan chwarae nodweddion penodol sy'n galluogi plant i roi cynnig ar strategaethau a datrysiadau newydd i heriau, mewn ffordd eithaf diogel. Mae chwarae yn hyrwyddo hyblygrwydd corfforol ac emosiynol drwy ymarfer ymddygiadau newydd ac annisgwyl. Mae'n gadael i blant addasu ymddygiad i fodloni heriau eu hamgylchedd a, gydag amser, newid yr amgylchedd hwnnw ei hun. Mae'r hyblygrwydd hwn yn integrol i'r broses chwarae (Lester a Russell, 2008 a 2010)

Play has specific features that allow children to try out, in relative safety, new strategies and solutions to challenges. Playing promotes both physical and emotional flexibility through the rehearsal of new and unexpected behaviours and situations. It allows children to modify behaviour to meet the challenges of their environment and, over time, to change that environment itself. This flexibility is integral to the play process

(Lester and Russell, 2008 and 2010)

13

Chwarae plentyn ar gyfer nawr

Childhood-play for the here and now

Er bod manteision chwarae i blant yn sylweddol ac amrywiol ac yn cael effaith bellgyrhaeddol arnyn nhw fel oedolion, mae chwarae yn rhan integrol o blentynodod ac mae plant yn falch iawn o gael digonedd o leoedd ac amser i chwarae.

Mae plant yn gyfryngau gweithgar (Lester a Russell 2010) yn eu datblygiad eu hunain, a dylid eu gweld fel y bobl ydyn nhw, nid y byddan nhw yn y dyfodol.

Dylem fod yn ymwybodol o bwysigrwydd chwarae a chymryd camau i'w hyrwyddo a'i ddiogelu.

Dylai unrhyw ymyrraeth a wnawn gydnabod nodweddion chwarae a rhoi digon o hyblygrwydd, natur anrhagwladwy a diogelwch i blant chwarae yn rhydd.

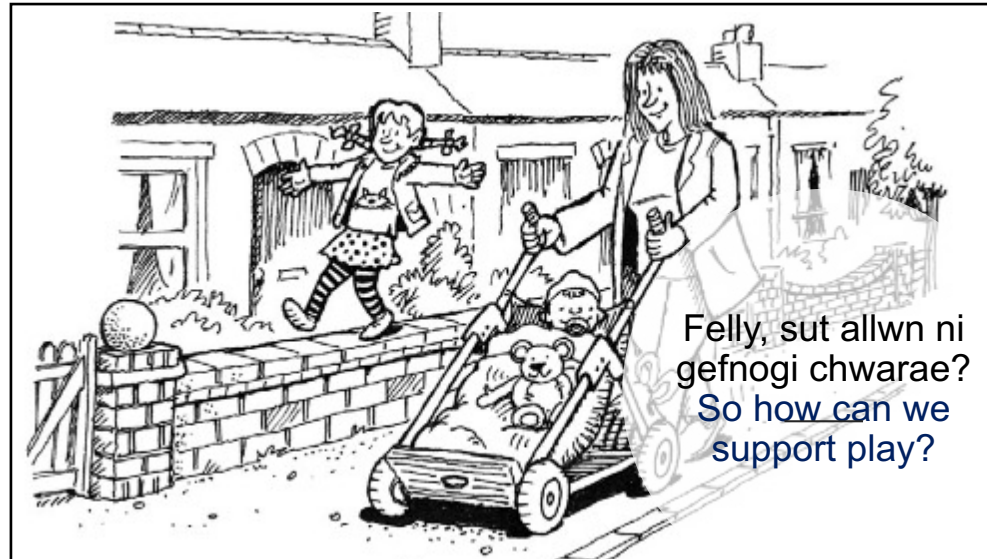
Although the benefits of play for children are substantial and wide ranging and its effects are felt far into adulthood, play is an integral part of childhood and children place great value on having plenty of places and time to play.

Children are 'active agents' (Lester and Russell, 2010) in their own development, and should be seen for who they are not just for who they might become.

We should be aware of the importance of play and we should take action to promote and protect it.

Any intervention we make should acknowledge play's characteristics and allow sufficient flexibility, unpredictability and security for children to play freely

14



15

Rôl oedolion / The role of adults



- Deall pwysigrwydd chwarae – i unigolion, cymunedau a'r gymdeithas ehangach
- Datblygiad proffesiynol – Darllen, ymarfer myfyriol, hyfforddiant
- Eirioli dros chwarae
- Cefnogi creu gofodau ar gyfer chwarae
- Cefnogi amodau ar gyfer chwarae
- Ymyrraeth sensitif
- Cydbwyso risgiau a manteision
- Understanding the importance of play – for individuals, for communities and wider society
- Professional development - Reading, reflective practice, training
- Advocating for play
- Supporting the creation of spaces for play
- Supporting the conditions for play
- Sensitive intervention
- Balancing risks and benefits

16

1 – Amser / 1 – Time

Creu amodau ar
gyfer chwarae /
Creating the
conditions for play



- Mae plant angen amser i chwarae nad yw wedi'i gynllunio neu ei gyfeirio gan oedolion
- Mae plant yn dweud wrthym fod gwaith cartref a ffyrdd o fyw sydd wedi'u strwythuro'n ormodol oherwydd gweithgareddau allgyrsiol yn effeithio ar eu hamser i chwarae
- Os yw plant yn cael eu difyrru drwy chwarae, mae'n iawn eu gadael i wneud hynny. Ceisiwch osgoi'r teimlad o fod eisiau dechrau gweithgaredd penodol neu gamu i mewn i helpu, os nad ydyn nhw'n gofyn i chi wneud hynny.
- Gall cael amser i wyllo plant yn chwarae eich helpu i ddysgu rhywfaint am yr hyn maen nhw'n mwynhau ei wneud a rhoi syniad i chi o sut maen nhw'n teimlo am y sefyllfa maen nhw ynddi.
- Children need time for play that is not planned or directed by adults
- Children tell us that homework and overly structured lifestyles from extra curricular activities impacts on their time for play
- If children are absorbed in play, it is okay to leave them to it. Try to resist the urge to start a specific activity or stepping in to help, unless you are asked to.
- Having time to watch children play can help you find out a bit about what they enjoy doing and give you a clue to how they may feel about the situation they are in.

17

2 – Gofod / 2 – Space

Creu amodau ar
gyfer chwarae /
Creating the
conditions for play



- Mae plant angen gofod lle maen nhw'n gwybod eu bod yn gallu chwarae, arbrofi ac archwilio
- Gall gofodau awyr agored gynnig cyfle am fwy o amrywiaeth a chynnwys chwarae gydag elfennau naturiol
- Dylid cynllunio gofodau i ddarparu ar gyfer chwarae corfforol mawr, creu, dinistrio, chwarae ar ben eich hun a gofodau mwy tawel hefyd
- Adnoddau amrywiol y gall plant eu defnyddio mewn llawer o wahanol ffyrdd
- Children need space where they know that they can play, experiment and explore
- Outdoor spaces can offer opportunities for more variety and include play with natural elements
- Spaces should be planned to allow for big physical play, creation, destruction, solitary play and quieter spaces as well
- A wide range of resources that children can use in lots of different ways

18

3 – Caniatâd / 3- Permission

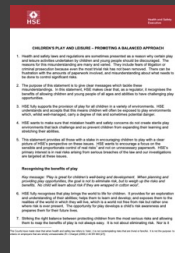
Creu amodau ar gyfer chwarae / Creating the conditions for play



- Gall ein gweithredoedd fel oedolion roi, neu ddileu, caniatâd i chwarae
- Ceisiwch roi cyfle i blant benderfynu sut a phryd maen nhw'n chwarae
- Cofiwch ei bod yn iawn i blant chwarae ar ben eu hunain ar adegau
- Nid yw chwarae yn braf bob tro - dylai plant brofi emosiynau amrywiol drwy eu chwarae - penderfyniad, rhwystredigaeth, siom a hyder. Trwy ymarfer maen nhw'n dysgu sut i reoli eu teimladau.
- Our actions as adults can give give, or remove, permission to play
- Try to let children decide how and what they are playing
- Remember it's ok for children to play alone sometimes
- Playing isn't always nice – children should experience a wide range of emotions through their play – determination, frustration, achievement, disappointment and confidence. Through practice they learn how to manage these feelings

19

CHWARAE A HAMDDEN PLANT – HYRWYDDO AGWEDD GYTBWYS Children's Play and Leisure – Promoting a Balanced Approach (HSE 2012)



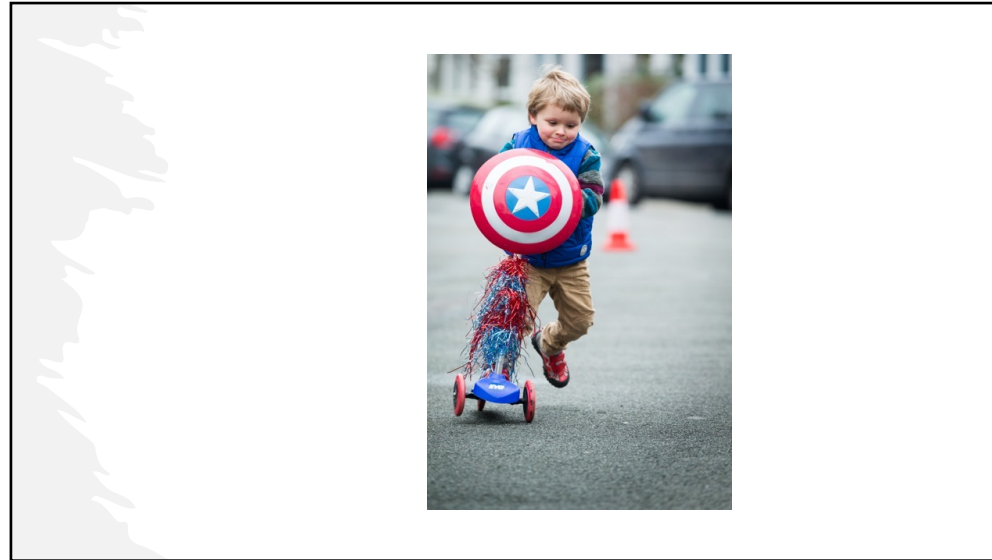
'Mae chwarae'n wych ar gyfer lles a datblygiad plant. Tra'n cynllunio a darparu cyfleoedd chwarae, y nod fydd nid dileu risg, ond pwysu a mesur y risgiau a'r buddiannau. Fydd yr un plentyn yn dysgu am risg os yw wedi ei lapio mewn gwlân cotwm.'

'Bydd damweiniau a chamgymeriadau'n digwydd yn ystod chwarae – ond bod ofn cael eich dwyn i gyfraith a chael eich erlyn bellach y tu hwnt i bob rheswm.'

'Play is great for children's well-being and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool.'

'Accidents and mistakes happen during play – but fear of litigation and prosecution has been blown out of proportion.'

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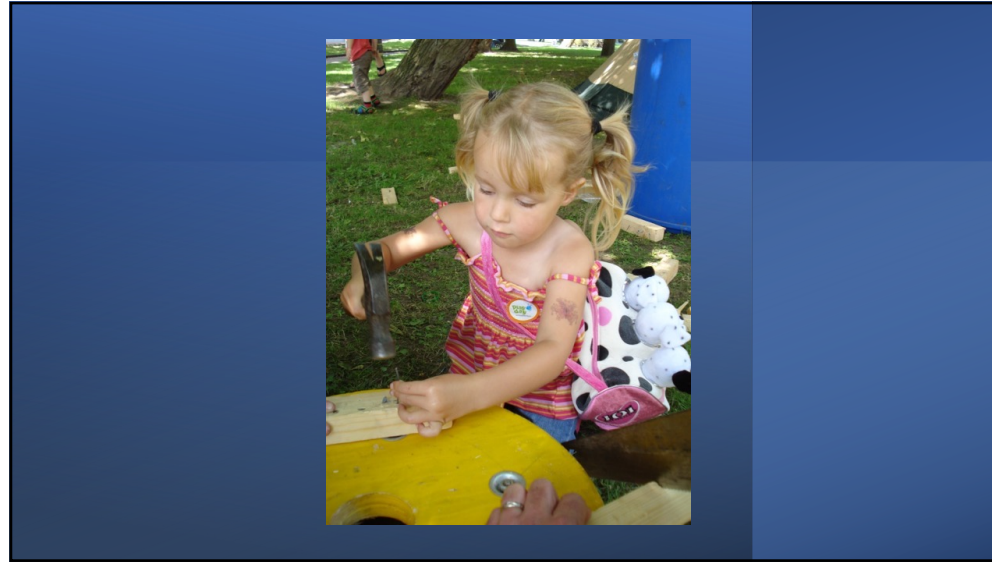
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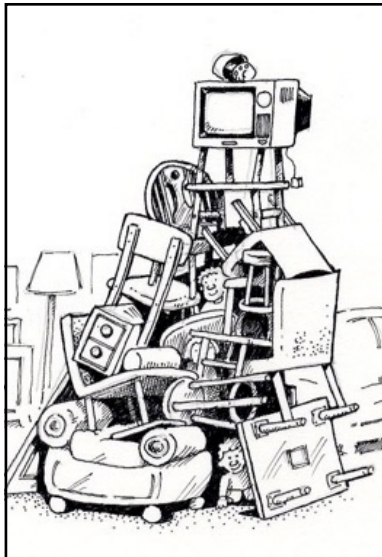
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Simon Nicholson's
Theory of Loose Parts
(1971)

'that in any environment, the degree of creativity and inventiveness is directly proportional to the number of variables in it.'

29



Loose parts

- Objects or components that can be moved around, adapted, built, demolished, mixed, or imbued with imaginary qualities
- Paper, stones, sticks, water, sand, leaves, feathers, tools, nails, boxes, fabric, ropes, wood, pots, animals, plants, metal, clay, mud, tables, chairs, blankets, other people, words, shapes, colours, sounds, flavours, textures
- ... everything and anything that can be moved or manipulated as part of play.

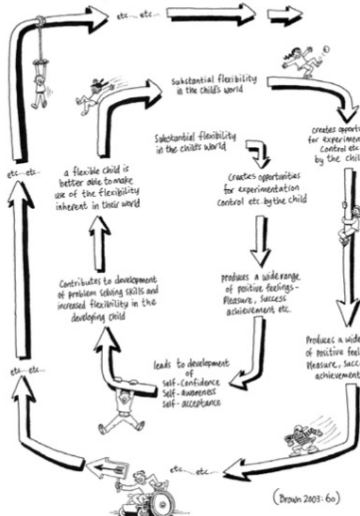
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Compound flexibility

The theory of compound flexibility was developed by Brown to highlight the relationship between the developing child and the play environment. Brown states that central to our role as playworkers is the creation of flexible environments that are 'substantially adaptable or controllable by the children'.

31



Compound flexibility

- the degree of flexibility available in the environment influences the opportunities available for experimentation and control by the child:
- the more freedom to experiment, the greater the sense of achievement and pleasure.
- this encourages the development of self-confidence, self-awareness, and self-acceptance, and so the child becomes more comfortable taking risks and more varied problem solving.
- this allows the child 'to use the full potential of the play environment. Thus the child moves closer to their developmental potential than would otherwise have been the case'

32

