

Workshops Thursday 7 July

Here are the abstracts for the workshop session 11:30am – 12:30pm

Assembly Room

Ben Tawil (Wales)
Glyndŵr University

Managing risk and uncertainty in staffed play provision: theory and practice

Balancing the concerns, recommendations and requirements of a seemingly increasingly risk averse society, with the principles of playwork practice and an ever growing knowledge and understanding of children's play behaviour is a common challenge for those responsible for supporting and enabling children's play.

Through a close inspection of legislative frameworks, policy directives, national initiatives, sector guidance and literature on play we can craft a professionally ethical practice that meets health and safety and children's play requirements.

The workshop will consider children's playful disposition, informing a more confident practice, explore UK legislative frameworks for health and safety in staffed play provision, increasing professional judgement and freedom. The workshop will also explore the

social phenomena relating to children's play, aiding professional advocacy and practice in respect of the provision for risk and uncertainty. The synthesis of these understandings form an approach to the management of risk in staffed play provision that operates from policy, through procedure to the dynamic moment to moment practice.

- Better able to describe the importance and role of risk in children's play
- Better able to assess; constraints and opportunities with regards to the provision for children's play
- Feel confident to practice dynamic risk-benefit assessment
- Better able to apply a risk management approach to our playwork practice

Council Chamber

Barbara Chancellor
(Australia)

RMIT University,
Melbourne, Australia
and Play Australia

Illicit play in the primary school playground: A Melbourne Case Study

This story began with a phone call from a teacher who was concerned that children were using junk materials to build cubbies in their primary school playground. The teacher was concerned that many of her colleagues wanted to stop this play.

It was a general view of the teaching staff that whilst it was 'all very well to build cubbies', and 'we all did it as kids', children may get hurt lifting heavy objects. I was lucky to be invited to visit and see what the children were doing. I was also fortunate to be able to meet with the teaching staff to discuss the value of outdoor play for children at primary school.

This presentation tells the story of how teachers learned about the importance of play by documenting the learning that was occurring. By using visual documentation

and identifying the life skills children were developing as they played, teachers and the wider school community were able to see the value of the play that was initially considered illicit.

As an academic whose doctoral study focused on factors impacting on the play occurring in primary school playgrounds, I have researched this ongoing process to attempt to understand the issues along the way for the various stakeholders.

Council Chamber

Philipp Reubke
(France)

International
Association For
Steiner/Waldorf Early
Childhood Education

The educational
value of free play -
how can we
create a
framework for free
play in preschools
and kindergartens

Based on my practical experiences as a Waldorf Early Childhood Educator I will give concrete examples for the educational value of free play: social skills, language development, emotional development, and cognitive development are highly supported by free play.

The theoretical background for these observation comes from Rudolf Steiner, DW Winnicott, Daniel Marcelli and Sylvie Rayna (France) and Christian Rittelmeyer (Germany)

In southern Europe and in France, many politicians and researchers object to the idea that free play can have any educative value. For instance Gille Brougère (university Paris 8) says: 'Play, whose spontaneity has been put forward by romanticism, is socially built and re-built in the frame of domestication and control of childish activity'. Following this idea, many French preschool teachers think that play should be adult controlled.

I will show that these objections come from an incomplete understanding of the nature of free play. The control and planning of a child's activity make play impossible: it loses many of its previously mentioned qualities. However, according to my practical experiences, the presence of an adult and well-established, healthy limits are indispensable for such play. But within this framework, the play is really free and not adult controlled.

In the last part of my contribution, I will show how this framework for free play with a high educational value could be: it includes a certain amount of time, space with special qualities, a special connection between the adult and the child, a special type of adult activity and an educational and cultural context created by teachers and parents.

Ferrier Hall

**Ben Kingston-
Hughes** (England)

Inspired – Training and
Children's Services
Solutions

End Point
Realisation

End Point Realisation is a new technique for increasing confidence levels in children and their parents through a series of play activities which encourage independent thinking and gradually increasing emotional or physical risk.

Occasionally children will restrict their own play opportunities due to lack of confidence. This can be for a variety of reasons but can in extreme cases lead to negative behaviour patterns.

This practical technique was designed by Ben Kingston-Hughes for Playranger sessions to raise confidence and self esteem in groups where these issues were prevalent.

The techniques were incredibly successful and had a profound impact on children's abilities to express themselves through play. Playrangers noted less adult intervention, improved behaviour and children taking a much more active role in the sessions.

On a whim the technique was tried with a group of parents attending a play workshop at a local children's centre. The results were even more dramatic than when tried with children. Parents became more confident

about their ability to interact with their own children and create an environment for positive play. As a result several parents now volunteer to help with the Playranger sessions.

This practical workshop explains the End Point Realisation process and encourages delegates to try out some of the activities themselves.

- What is end point realisation and how can it be used in a play context
- The role of confidence in play
- What sort of activities are suitable for end point realisation
- Trying out the activities



Office

Lois Woodward
(Wales)

Down to Earth Project

Down to earth project; Sustainable outdoor classrooms and their influence on children's play and learning

The workshop is based on the experience of stakeholders at Down to Earth Project, who have facilitated the design and construction of many sustainable learning and play spaces across Wales. The construction process uses natural, locally sourced materials and traditional building methods to give participants knowledge of Welsh heritage and sustainability.

Facilitated by an experienced outdoor practitioner, the workshop provides practical experience of the consultation and design process for a sustainable outdoor learning and play space. It draws on multidisciplinary literature to illustrate how children are empowered in the design and construction, using methods adaptable to all ages and abilities. The process engages imagination and creativity and promotes positive development, resilience and building of a positive relationship with the natural environment which can lead to responsible citizenship. The children learn skills in the construction process which could inspire vocational choices. They also get to build something of permanence which has real meaning to them.

Activities include exploration of a natural outdoor environment and creative play with clay. Reflection and feedback on the consultation and design process via group discussion will critically consider designs produced and how the whole process and the finished products can support the holistic development of children.

The workshop provides:

- Examples of eco classrooms designed and built by children
- Practical experience of the consultation and design process
- Evidence of how eco classrooms are used by children
- Literature on benefits of increased outdoor play and learning

Room A

Aby Chau
(Hong Kong)

Playright Children's Play Association

Play Project in Mainland China – breaking through the Confucian saying: 'Play has no advantages'

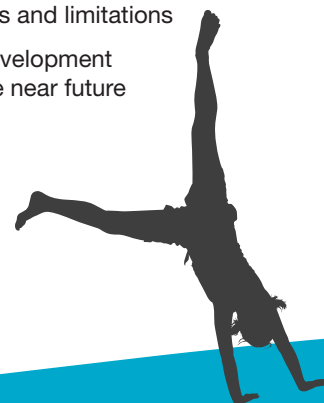
'The play concept has gained considerable recognition in our school. We are committed to organising a playday for International Children's Day on June 1 every year, so that children can really experience happiness. It has become one of the most important traditions among our students.', said the headmaster of **Tunxiu Primary School in Hefei City, Mainland China.**

Three years ago, when the playwork training team of Playright (a Hong Kong based NGO) launched the first school play development project in Hefei, the core value of this school was still based on 'Diligence has its reward, play has no advantages'. After a series of play training, play programmes and play space enrichment, they changed their school core value to 'temperament and interest', value play as important to child development, and to a certain extent, even change their traditional perspectives on play.

This project became a working model for other schools in the region to adopt, with currently over four schools being committed to use play to celebrate International Play Day in the coming year. This concept was further spread to other cities and provinces, achieving the project goal of long term sustainability.

Delegate will learn:

- How we nurture the value of play in Mainland China
- To share our key success factors and also challenges and limitations
- The project development direction in the near future



Room A

Ana Gonçalves
(Portugal)

Estoril Higher Institute
for Tourism and Hotel
Studies (ESHTE),
Portugal

More than just a
good day out:
Family Tourism,
Play and
Entertainment in
Cardiff Bay

The Bay has become Cardiff's unique selling point in the city's tourism promotional campaigns aimed at British and overseas visitors.

The revitalised docks, which once served the 'coal metropolis of the world', now provide a visually-enticing environment which capitalises on the water attractiveness and reflexivity. Science learning, water-based sports activities, alfresco dining, cultural events, fairs and exhibitions, as well as other entertainment possibilities, constitute Cardiff waterfront's main attractive assets for families enjoying their weekends, public or school holidays. By engaging in the wide and diverse tourism offer in Cardiff Bay, families can learn through play, strengthen familial ties or simply enjoy themselves.

Cardiff Bay's waterfront also provides meaningful and learning experiences related to the history and maritime legacy of the city,

where Cardiff's past has been carefully selected and restricted to fragmentary and unproblematic episodes which are placed at the service of tourism-related activities.

This paper will further consider the way in which Cardiff Bay also fosters play deprivation and social exclusion, by tucking away all those for whom participating in the different leisure possibilities available at the waterfront is much *more than just a good day out*. The Bay, and the myriad of play and entertainment areas and activities it provides, constitutes an example of how play environments and spaces can be simultaneously inclusive and exclusive, at the economic, social and cultural levels.

- Cardiff Bay
- Family Tourism
- Entertainment
- Play
- Inclusion/exclusion

Room B

Brian Ashley
(Sweden)

Honorary member of
IPA

Theory and
practice for a
comprehensive
system of play
and leisure in a
community

- A.** A short summary of the theory and practical experience leading to two main principles on which to base the task of training community workers:
- 1) Understanding community members in their own social context.
 - 2) Helping the members to develop their potential to choose own goals and methods to improve their own community.
- B.** A description of how the author, during twenty-five years of training for such work selected theories, research and experiments from within other fields of knowledge and practice and adapted and applied them to improve work with children and youth.
- C.** The conclusions which have come from this experience are:
- 1) Adequate provision of the opportunities for free expression in leisure time for all children and youth in a community must also be based on these principles.
 - 2) Such provision can only be achieved if the community has a comprehensive leisure service for children and youth that integrates the different approaches and methods necessary for the different developmental needs.
- D.** Diagram model of such an integrated service.
- E.** Models of the provision for each developmental stage.
- F.** Model of the appropriate application of the principles for work methods and for the role of the professional at each developmental stage.
- G.** Case studies exemplifying the models.
- H.** A description of a diagram model of a centre within every community as a base for providing outreach work to support all the play and leisure needs of the family.
- Questions and discussion will be welcomed.



Room C

Alison John (Wales)

Alison John &
Associates Limited

Inclusive Play –
adapting games
and activities

This workshop takes a strategic view on the different types of barriers that prevent the development of more inclusive service for disabled children.

Planning for the inclusion of disabled children is the responsibility of all settings even though some people are still not convinced that inclusion IS best practice for ALL children. This workshop offers strategies for identifying the barriers and practicable ideas for overcoming them. It shows the benefits of having inclusive policies and strategies and how to strengthen links to the daily practice of the play and childcare workforce. A good workshop for sharing and promoting good practice.



Room D

Mike Greenaway
(Wales)

Play Wales

*Pushing Eddie in
the Nettles with
Connor*

This will be a film presentation and workshop of the Play Wales film *Pushing Eddie in the Nettles with Connor*.

Shot in 2006, the film shows children playing in natural spaces and in settings where playwork takes place.

Pushing Eddie in the Nettles with Connor was the result of the need identified by Play Wales to produce an inspirational film that would help explain what is meant by children's play and to help potential playworkers undertaking the Playwork: Principles into Practice (P³) qualifications decide whether they want to be part of the playwork profession.

Shot by an award-winning TV documentary maker in locations across Wales it is an authentic unscripted celebration of children's play. The film is approximately 25 minutes long.

The film will be prefaced by a short introduction outlining its development and rationale.



Room E

Lesley Crawford,
Katrina Brodin
(Scotland)
Glasgow Life

Bringing Books Alive Through Play (Battle of the Books)

Battle of the Books demonstrates how play has brought books to life and in doing so: changed attitudes, thinking and behaviours of children, adults and professionals, created new ways of working and succeeded in breaking down barriers.

This work in particular has resulted in two diverse professions utilising their skills and expertise to create a new way of improving the literacy problems challenging children within Glasgow.

Using books as a mechanism to stimulate the imagination, play has brought the characters and stories to life culminating in children now enjoying books and engaging in activities. Partnership working between play and libraries has seen children aged between 5-12 years participate in a showcase event during the internationally acclaimed Aye Write Festival. Children have also had the opportunity to learn life skills such as debating, team work and presentation skills within a relaxed friendly and inviting play session.

- The benefit of partnership working resulting in children meeting Scottish Government Agenda out with the school environment and becoming active learners, effective contributors, confident individuals and responsible citizens (curriculum for excellence).
- The value of risk taking within the current financial constraints to improve service provision and challenge the status quo.
- To demonstrate how this approach has enriched the lives of children within the West of Glasgow and contributed to their lifelong learning journey.
- The social benefit of encouraging participation of the whole family unit within the community.
- Benefits of lateral thinking to create solutions to problems.



Room E

Darijana Hahn
(Germany)

Oxymoron
Playground: a
dialectic stage of
childhood and
education

When Germany started the debate on playgrounds for seniors in 2006, people were irritated saying: the seniors aren't childish, they don't play anymore, all they do is fitness exercises.

On the other way round educational workers have been upset since the early 1970's saying: All the children can do on public playgrounds is doing exercises, which isn't about playing.

In any case: talking about playgrounds is talking about society as a whole. What it expects its non-working members to do and what it dreams of. The playground has always been an oxymoronic place of disciplining and freedom; and a stage for childhood, which shall not only educate the children but also the mothers. However, how they feel at the playground reminds enigmatic, because talking and planning

playgrounds is always only focusing on the children.

By learning about the history of playgrounds and how playgrounds have been discussed and used especially by the parents till today delegates will have the opportunity to learn more (with specific reference to Germany) about:

- the extent to which the current status of playgrounds and any debate about them may reflect society as a whole
- the way in which the concept of playgrounds as a public facility is strongly linked with educational beliefs and objectives of parents going to playgrounds
- the way in which parents experience visits to the playground also reflects their attitude towards the role of a mother / father in society

Room G

Tomoko Awahara
(Japan)

University of Fukui

The effects of play
of children in
nurseries
introducing multi-
aged grouping
child care

Background

In Japan, many day nurseries are the same-aged grouping cares, and room arrangements of one room type. They are very small rooms, and no separation (for dining room, play room, bedroom).

Objectives

I clarify the play and life of the child in the day nursery where the multi-aged grouping care (from 1 years old to 5 years old) and 'home' Style Nursery in Japan. And I clarify the forming children's group of living-time and play-time in the space of the 'home' style nursery space.

Method

The effect on development of children in multi-aged grouping care facilities was investigated by analysing the summarised observation of daily children's behavior.

Results

The children in a day nursery that resembled a family home with a comfortable day-room, a dining-room with an open-kitchen, and bedroom; living-time (meal, sleeping, and programme-time) was shown to be the best chance to cultivate mutual understandings in a mix - aged and development community.

And during play-time, same-age groups and small mix-aged group communities were shown.



Room G

Lindsey Russo (USA)

SUNY New Paltz, NY,
USA

Play: The Roots of Learning for Children at the Blue School

Play, when scaffolded and facilitated appropriately, is a place where learning takes place naturally and independently.

However, its role in the early childhood classroom is constantly challenged as the focus changes from educating the whole child to more academic areas such as literacy and math. In a world where creativity and imagination are increasingly valued these, in addition to social and emotional skills, are being pushed to the outer edges of the curriculum with devastating results for learning. Four years ago a group of entertainers called the Blue Men began a playgroup in Manhattan, NY because they could not find an educational environment that supported their vision of education for their children. Today this small group has

grown into a school for two year olds through 2nd grade. The mission of the school is to provide an educational environment where social emotional learning is at the centre of an integrated, child-centred curriculum and where play and creativity are the central mediums for all learning. For the past two years I have worked with the school developing the curriculum and documenting the journey.

Parents and educators are taking a stand against the disappearance of play from the early childhood classroom. A single school and its commitment to placing play at the root of learning can influence a whole community's educational philosophy.

Academic learning can take place for all children of all ages within a carefully planned play-based curriculum.

Room H

Eva Kane (Sweden)

Stockholm University

Pedagogue or Ludogogue?
Play in school age childcare workers' practice in England and Sweden

In the review of Swedish Fritidshem (2010) play is identified as a pedagogical cornerstone.

During observations they identified that there are differences between settings when it comes to the type and level of interventions play staff engage in. The review suggests that staff should support children to become involved in play as well as minimise interventions that close down children's play. In the UK there are a number of strategic documents available to support school age childcare staff in relation to the facilitation of play, not least the Playwork Principles and National Occupational Standards. Playwork Principle number five provides an understanding of how playworkers may facilitate play. *'The role of the playworker is to support all children and young people in the creation of a space in which they can play.'*

Smith & Barker (2000) studied school based out of school provision in the UK and suggests that the space stays a school space rather than a play space in spite of the different organisation and staff responsible for the children. This means that the control and regulation of children's behaviour that is part of formal schooling is maintained during out of school hours. The study I am developing deals with how play can be supported by school age childcare workers. It aims to explore how they facilitate play,

how they balance the requirements of playing children with the demands and expectations of the school. The presentation will focus on how staff intervenes in children's play.

Discussions during the session may deal with the following issues:

1. Our view of children at play
2. Our view of the role of adults in relation to children's play
3. The types of interventions appropriate in school age childcare



Room I

Alison Lowe, Helen Woolley (England)

The University of Sheffield, Department of Landscape

Is there a relationship between the design and play value of an outdoor play space?

Underlying the millions of pounds of funding for outdoor play spaces in England in recent years has been an assumption that play spaces with more 'natural' elements provide better opportunities for play than spaces provided in the Kit (of equipment), Fence and Carpet (of rubber surfacing) (Woolley, 2007) approach.

There is plenty and increasing international evidence that contact with nature is good for children and this has also been one driving force in the desire to change the style of outdoor play spaces for children in England during this surge of expenditure. But is the assumption that an outdoor play space designed in a more 'natural' manner has more play value than one procured in a kit, fence carpet style correct?

This presentation will report on the development and testing of a tool to test the hypothesis that an outdoor play space designed in a more 'natural' way provides more play value than a kit, fence carpet space does. The tool draws upon a range of existing academic literature in the fields of child development, play and landscape architecture and results in three domains: opportunities for different types of play; physical characteristics of a site; and environmental characteristics of a site. The presentation will explain how the tool has been tested on 10 sites in the East Midlands of England and the results of this piloting as part of the development of the tool for PhD research.

Room J

Pauline O'Kane and Robyn Monro Miller (Australia)

Network of Community Activities

Children tell us of the essential elements of great play experiences in a School Age Care Programme

Society has changed and for many children School Age Care is part of daily life and has become the playspace of this generation. Play is therefore so critical to children in these environments however, it is important to consider:

- What conditions foster rich play opportunities for children?
- Is the environment an enabler or inhibitor of play – how do we make the best of the environment? What are the challenges?
- What do children see as being significant to their enjoyment?
- How can services provide great play opportunities for children in a non-structured and engaging way?

There are many examples of where this has been achieved in Australia and this workshop will give an overview of the best practices in out-of school care settings. Children's input will be a critical component of this presentation.

Centres, which foster creativity, imagination and independence, combined with fun will be illustrated and shared. We believe that choice is an essential base of children's enjoyment in their play and the consequences of not providing this lead to poor experiences for children. Discussions on how quality after school care help children develop in the

areas of emotional, social and physical development will be a critical element of the workshop.

An environment which extends the range of children's experiences through facilitating activities, allowing for spontaneous, imaginative children's initiatives are all essential forms of positive play experiences. It's about creating a deeply child-centered environment however; this does not happen without careful thought and effort.



Room K

Kerry Logan
(Australia)

Kidsafe WA,
Playground Advisory
Service

*Connecting to
Country: Outside
Play Provision in
Remote Western
Australian
Communities*

The stimulus for the project was a belief that typical playground designs with catalogue equipment does not cope well with the harsh environmental and social conditions in remote Western Australia towns and can not adequately meet the play needs of local children.

Over several decades, many such playgrounds have been created in remote towns and communities, often at considerable expense. However, they have often deteriorated rapidly and become hazards to children's safety and reduced their play options.

The aim of the research was to explore whether this typical provision was in fact inadequate and unsustainable and identify strategies towards improved provision better suited to these conditions that support children's play needs and the recreation needs of the wider community.

The project involved assessment of playgrounds for safety and 'play' and consultations with local children, parents, local government, early childhood and education services and Aboriginal groups.

The other significant focus of the project was discussion with Aboriginal groups about the concept of 'connection to country'. Aboriginal culture and identity is strongly linked to 'country' – with the natural landscape holding strong spiritual meaning. The research team strongly believe that Aboriginal people can become leaders in including this concept into playspace design in early childhood and education settings and also more broadly into public open space management and practice.

- Difficulties of playground provision in harsh environments
- Greater understanding about Aboriginal concept of 'connection to country'
- Practical strategies to overcome environmental difficulties and other barriers to quality provision

Room K

Margaret Deevy
(Northern Ireland)

PlayBoard Northern
Ireland

*Playing through
the spectrum*

Via Wings is a programme designed to offer children with autism a chance to access a range of play opportunities.

Traditionally these play opportunities are offered in a very structured and ordered environment. This adult led programme helps children to build on existing skills through play. Schedules and clocks are used to identify the start, middle and end of each activity. In July 2010 PlayBoard was invited to deliver a number of sessions as part of this programme. Over the four weeks of the programme playworkers entered into this environment and offered a new way of working with children. Initially the existing staff were cautious of the methods being used. The environment went from being very structured with pictures used to describe each movement to a very unstructured set up with loose parts and materials being used in non traditional ways.

Over the four weeks staff saw children move from being shy, quiet and reluctant children into active, independent children who led and directed the sessions. Playwork offered these children an opportunity to move away from schedules to deciding what to do, when to do it and for how long. Staff who had not

believed this possible say how this methodology offered them an opportunity to consider what they were doing and the possibilities of doing this differently.

This workshop will describe how the programme was developed and show the learning from this programme.



Room L

Julian Davenne,
Andrea Sysum (Wales)
Torfaen Play Service

Breaking Down the Barriers to Inclusive Play

Torfaen Play Service has strived to break down the barriers to inclusive play.

Six years ago, through our volunteer buddy scheme, we started to integrate children and young people with additional needs into open access play settings. We have continued to build on this model and in the summer of 2010 we successfully integrated over 130 children and young people with disabilities into open access playschemes. This included 22 children and young people with complex and challenging needs. To enable this to happen workers had to be trained in personal care, tube feeding, hoist training, Epi Pen, Epilepsy and Autism. We were able to obtain this training from SCOPE and the community nursing team.

Great partnership working between the Play Service, Social Services, the Integrated Children's Centre and the Community Nursing Team has allowed us to provide play opportunities to children and young people with high levels of needs enabling us to break down the barriers to open access play.

Key points covered in workshop:

- A history of play provision within Torfaen Play
- The benefits of play to non disabled and disabled children young people
- Issues facing parents and carers of disabled children and young people
- Providing play provision for all – assessing and meeting individual children and young peoples needs (training/venues/equipment)
- Working in partnership with other agencies to provide inclusive play opportunities for all.

Outdoor – meet outside City Hall Main Entrance

Philip Waters
(England)
The Eden Project

Trees Talk, Are You Listening?

Trees Talk, Are You Listening is a questing-based workshop about exploring spaces and objects at both a macro and micro level.

It uses narrative as a tool for enabling connections between people and place; using fairytale and mythological frames to begin, and journey through, a story that is created by everyone as they 'go along'.

Participants will be divided into small groups and asked to create a character with special powers, after which they will be handed a small pouch with a mysterious object in it before being sent off on a quest. On return, their journey will be reflected upon to explore the 'things' they discovered; as objects, with each other and within the environment in which they journeyed.

The aims of the workshop are to encourage:

- Connections between people and place
- Interactions with objects both large and small
- A way of 'narrating' the environment
- And ways of engaging with each other through narrative-framed activities

Keywords:

- Affordances
- Narrative
- Quest/Journey

This is a fun, interactive outdoor workshop. Suitable clothing and footwear required.

Bring an obscure or peculiar looking **natural** object with you that you wouldn't mind donating to the workshop; this could be a gnarly twisted stick, or a funny shaped vegetable, or an odd looking pebble!

Visits - Thursday 7 July

**11:30am –
12:30pm**

Sign up:

reception area of City Hall on the day of the trip – first come first serve basis

Capacity:

this trip is restricted to 13 delegates

Meeting place:

all trips meet at the front of City Hall in the car park

Re-create

Re-create provides and promotes the development of facilities and opportunities for play, recreation and leisure time occupations for the children and young people of Cardiff and the Vale of Glamorgan and surrounding areas.

We offer interactive workshops and play opportunities from the heart of the community. All the children and young people of Cardiff and the Vale of Glamorgan can benefit from our products and services, and we engage with parents, carers, youth workers, playscheme workers and community groups.

We are one of the primary play resource centres in South Wales. We currently have over 5500 members. It is our goal to build on this success ensuring that every child has access to good quality play.

We are committed to not only support children and young people of today, but to ensure that they have better lives in the future. As such, we take environmental issues seriously, with the provision of low cost resources and scrap/recyclable materials, within our Scrap-store, in order to improve and enhance the quality and scope of the children's play opportunities.

This trip will include the opportunity to see Re-create's store and to make 'scrap' musical instruments.

**12:30 –
1:15pm**

Marble Hall

Lunchtime workshop

Circus skills workshop for conference delegates with Circus Eruption.

www.circuseruption.co.uk

