

Workshops Tuesday 5 July

Here are the abstracts for the workshop session 2:00 – 3:00pm

Assembly Room

Hans Fraeulin
(Austria)

Pick-up Theatre

A Playable Town –
Strategies and
Results

The Playable Town: dreams, conceptions, strategies, results, best practice in town-planning and environmental change:

- Optimal allocation of spatial and cultural resources thinking the empty space
- Creating facilities to play in town – hands-on museums as a 'must' for every modern city
- Guideline traffic for a town friendly to children fighting against the war in our streets
- Integration and inclusion of disabled people and people from abroad
- 70 million years of play as an internet-platform for all play-activities

We offer playing games for the pedestrian zone and a video clip entitled: *Old men playing with Cannonballs at the Liberty-Place*, which formerly was only suitable for car-parking and changed to 'the most beautiful place in town' (Kleine Zeitung).

Council Chamber

Theresa Casey
(Scotland), David
Yearley (England),
Margaret Westwood
(Scotland)

IPA General
Meeting Briefing

This session is will provide background information for IPA members on the procedures and voting system which will be used during the Triennial General Meeting.

Please note this session will take place between 2:15pm and 2:45pm.

IPA General Meeting to follow in the Council Chamber at 3:30pm.



Ferrier Hall

Rich Driffield, Mike Barclay, Mike Dessington, Simon Bazley (Wales)

Wrexham County Borough Council (WCBC) Play Development Team, NEW Play, Flintshire County Council and Conwy County Council

Play through the decades

In August 2010 the WCBC Play Development Team, in partnership with NEW Play, Flintshire County Council and Conwy County Council launched a 12 month campaign called 'Our Place Too'.

The campaign aims to raise the profile of play by encouraging adults to share their play stories from when they were children and to reflect on how the freedom children have today for playing has changed compared to when they were young.

This collection of play stories along with other visual and sensory information will form the backbone of *Play through the decades*. The exhibition will highlight how previous generations valued play and will demonstrate how perceptions of children's play have changed over a generation.

Play through the decades will take delegates on an informative and reflective journey from the 1930's right through to the present day. Delegates will be able to walk through a time tunnel reading personal stories from days gone by.

To enhance the exhibition a workshop will be run giving delegates the opportunity to add their own stories to the time tunnel, extending the scope of the campaign from North Wales to across the world.

Delegates taking part will:

- Consider the changes in perceptions of play and childhood
- Experience examples of real life play cultures across decades
- Experience a warm and fuzzy feeling and the opportunity to smile and feel connected to others

Office

Nobuko Takeda, Hitoshi Shimamura (Japan)

Faculty of Humanities, Musashi University

Professional Development of Playworkers in Japan with the Pilot Competency Model

In Japan, there are many workers in the play sector from 270 adventure playgrounds, 4,700 play centres and 20,000 after-school clubs. Many of those workers have, however, experienced difficulty in their practice, because of an overwhelming litigation culture, poor information about playwork practice, poor career structure, etc. There is also the confusion and shortage of playwork ethics in the existing qualification.

In this research, we try to develop the 'competency model of playworkers' regardless of the difference of the types of provision. We face the limit of the qualification system in playwork, in which the workers take lectures to get enough credits for the qualification. What matters as a playworker is not what we know, but how we do and develop as a professional worker.

For developing the competency list for playworkers:

- 1) We have asked professionals from different backgrounds to extract the core idea of what play is about.
- 2) We have categorised the quality of playwork practice in the different stages to make it clear what should be done next for the playworkers in each level.

The competency model will be the key reflection tool for the playworkers training themselves rather than presenting the 'standard'. With this model, we aim that playworkers will be able to create their own competency list for their daily quality practice.



Room A

Sandra Dumitrescu,
Jane Creed, Dan
Notley (Wales)
Tŷ Hafan

Children with
complex health
and disability
needs – their right
to play

The presentation will give an overview of Tŷ Hafan which is the ‘family hospice for young lives’, based in the Vale of Glamorgan.

Tŷ Hafan provides palliative care for children and young people aged 0 – 19, in other words children and young people who have a life-limiting condition and are expected to die in childhood.

Emphasis will be placed on the recognition of the important part play has in the lives of the children and young people who are referred there. The underlying aim is to demonstrate that those who have the most complex medical needs and profound learning disabilities can still play. Palliative care is an all-encompassing approach to care and covers the social, psychological, physical and spiritual needs of the child and young person. Play can provide support for all these four areas and are considered carefully

when planning and organising for play. Part of the workshop will ask delegates to consider why barriers to play in this specialised area may occur.

The workshop will then provide case studies with an opportunity for people to consider and experience the different resources that work for our children and young people.

Delegates will gain an understanding of:

- what Tŷ Hafan is and the role of play in palliative care
- what barriers may occur when providing play in a palliative care setting
- the types of play available
- some new ideas and confidence in playing with children with the most profound medical and disability needs

Room B

Mary Ann Rintoul
(Canada)

Play around the
World – Faculty of
Physical Education
and Recreation,
University of Alberta,
Canada

Play around the
world: the
programme and
practices

Play Around the World (PAW) is a University of Alberta (Canada) initiative that selects and prepares multi-disciplinary teams of students to provide opportunities for play and recreation for underserved populations.

For the past 10 years, teams of students have been placed in Pattaya and Chiang Mai, Thailand for a three-month service-learning cross-cultural experience. This past year, the programme expanded to include Phnom Penh, Cambodia. Students share their hearts, educational and creative talents with thousands of children who are orphaned, abandoned and people of all ages with a disability and/or HIV/AIDS, and in turn receive a global education experience and have their own lives enriched.

This session will showcase the student activities, and the PAW framework which integrates theories of community/international development, global citizenship education, play leadership development and service learning pedagogy. Both the successes and the challenges of the programme will be shared.

Delegates will have the opportunity to learn about:

- the Play Around the World Programme, it's mission and vision
- student activities and experiences in play and recreation with underserved communities
- the cross-cultural component in play contexts
- academic aspects such as global citizenship and transformative learning



Room C

Mirosława Wawrzak-Chodaczek (Poland)

Wrocław University

The place of computer games in the free time of Polish youth in adolescence

Computer games are now a common way of using leisure time, and therefore it is worth examining how much time young people devote to them.

From an educational point of view it is important what kind of games young people play and what functions computer games play in their lives. Content analysis of games available on the market shows that most of them (about 80-85%) engage the player in acts of extreme violence and cruelty. The increasing use of computer games has an impact on the psyche of the child.

Additionally, apart from the violence already mentioned above, there is other content that threatens the orderly development of children. It is, among others, present in many games, of erotic and pornographic images and animations. It is therefore essential to

ask what kind of games prevails among users of computer games?

The article shows what kind of games adolescents play and what are the differences in the preferences of games between girls and boys. Examination of the content used by young people about the values of games will include games, which models of behaviour the game characters show, in which elements of socialisation users move to real life and if computer games are used for educational purposes.

Room C

B.J. Enverga (Philippines)

European Studies Programme, Ateneo de Manila University

Playing through Avatars: Analysing the In-Game Culture of 'Defence of the Ancients' (DOTA) Players

For the past twenty years, children's play has increasingly occurred through video game media.

Their popularity is such that the present generation of young people has been called the 'game generation' (Beck and Wade 2006). Video games' significance to a generation of young people, on the one hand, and ambivalence to older people, on the other, is one reason that virtual play cultures have gone largely unnoticed in academic literature, thereby marginalising an important cultural phenomenon among children and adolescents.

This presentation discusses the culture of Defense of the Ancients (DOTA), a computer game that is widely played throughout the world. Interactions among DOTA players over the years have led to the development of a culture within the game world. An ethnography of DOTA's in-game culture is presented, through analysis of players' discourse, that is, players' use of language. What players say, and how they say it, provides insights about the culture in the DOTA game world. Through the presentation, it is hoped that older members of the audience will see the value of virtual game worlds as rich areas for the study of play among members of the video game generation.

Through this presentation, delegates will be able to:

- Glimpse what takes place in a video game world, through the example of DOTA.
- Appreciate social dynamics in the context of a game's culture.
- Understand the culture of a virtual game world, including its rituals, symbols and language.



Room D

Kirsty Wilson, Carrie Tuohy (England)

Children's Scrapstore

Scrapstore PlayPod - creating playful lunchtimes in primary schools

The Scrapstore PlayPod presentation will be an opportunity to hear and participate in this quiet revolution which significantly enhances play environments wherever it goes.

Predominantly based in primary schools, it is now locally acclaimed for its positive impact on the lunchtime experience of children.

The project has witnessed enduring creativity and joy from adults as children have the opportunity to play how they want, with who they want and which continually changes and evolves in a way not seen before within these school playgrounds.

Together in partnership with local authorities the project has allowed through the improvement of strategy, policy and practice, the introduction of loose parts which invite risk and invention every day at school.

The workshop will demonstrate these developments and engage the audience in discussion.

From this session delegates will:

- Appreciate the structure and support we provide to primary schools to create an enhanced play environment
- Witness the effects of introducing a Scrapstore PlayPod into a school playground
- Discuss the benefits and value of play to a school
- Understand the critical success factors and pit falls we experienced in changing school culture regarding play



Room E

Olga Jarrett (USA)

IPA USA

Recess breaks in US schools: Research on benefits, policies, and practice

Many children in the US get no recess break during the school day, and several studies have reported disparities in who is deprived of recess.

African American children, urban children, and children in poverty are much less likely to have recess than white children, suburban children, and more affluent children. A focus on raising test scores and fears of playground injuries are two of the reasons why some schools have eliminated recess. But even in schools that allow recess, teachers often use recess deprivation as punishment. The first part of this presentation will trace the history of recess in the US, explore what the research says about the value of recess, and examine the demographics of children with and without recess. New studies, including doctoral dissertations will be included in the paper that will be distributed. The second part will outline methods IPA USA has used over the

past 10-15 years to advocate for recess, including publishing a book on recess, creating a how-to manual, holding workshop sessions, and creating an advocacy network.

Finally, there will be a discussion among session participants of recess policies in member countries, challenges faced in bringing about policy changes, and suggestions for alternatives to recess deprivation as consequences for misbehaviour.

The session will include:

- A PowerPoint presentation
- Brief sharing on IPA USA's recess advocacy work
- Group discussion of recess policies in member countries
- Group discussion on successful advocacy techniques and behaviour management strategies that do not include recess deprivation

Room E

Anna Mitrega
(Poland)

University of Wroclaw,
Institute of Pedagogy

Childhood -
between duties
and play

The childhood of Polish pupils has been arousing more and more doubts concerning the pressure of schoolwork and the encroachment of activities organised by adults. This pressure may change the quality of childhood and may systematically increase the educational burden.

There is less time at pupils' command when they can govern their own activities, and play according to their own needs during the primary school period. Children's behaviour is beginning to run to the rhythm of adults' lifestyle.

My research asked questions about the proportions of work and spontaneously taken play in the early years of a child's career at primary school and I will show the changes in both the kind and type of activity spontaneously taken by a child in his/her free time.

The research took place in school year 2010/11 and concerned pupils aged 6-13 at primary school. Data was collected in a weekly auto-registering datasheet, construction of which was helpful – during the research period children were able to control their time spent on their school duties as well as on playing. An important purpose of the self-observation instrument was also inspiring children's own reflections, opinions and change propositions. Collected data enabled the formulation of some conclusions which may help to save childhood as the period in life during which the human personality is being formed through well-balanced activity saving reasonable proportions between working, studying and playing.

Room G

Cathy Kiss (Australia)

The Good Play
Space Guide:
'I can play too'

The Good Play Space Guide was developed with funding from the Department for Planning and Community Development and managed through the Playgrounds and Recreation Association of Victoria (PRAV).

The Good Play Space Guide is about play and its benefits for everyone. It has been developed primarily for providers of public play spaces, to assist them to meet the needs of parents and children in the planning, design and management of accessible play spaces.

The guide examines the reasons why play spaces can limit access to some children, and identifies how improvements can be made to increase participation by all children in play.

Key findings of the study emphasise the importance of social participation, and access to nature. The guide explores the ways these opportunities can be created within public play spaces, and describe why this is so important.

Previous presentations on the guide have focused on the development of the guide, the sound basis for the conclusions, the input from a wide range of sources, and emphasising the understanding of the constraints and challenges often faced by Local Government in public place space provision.

This paper will focus on the key outcomes of the research, further describe the developmental needs of children and the way play spaces can enhance these experiences.

Key learning for delegates - a resource for understanding accessibility in playspaces.



Room G

David Eager, Helen Little (Australia)

University of Technology Sydney

The risk paradox in play

In the context of children at play this paper explores a number of risk paradoxes.

In the adult world there is a paradox that the more risk is apparently lowered, the higher the risk people are willing to take. Do we drive less carefully because our cars are fitted with impact attenuation devices such as airbags? Would we drive more cautiously if there were no seatbelts and there was a sharp stake pointed at our heart which would fatally stab us if we suddenly decelerated?

For the child the exploration and taking of managed risk is critically important for healthy childhood development. Are their learning, perception and judgement impeded if they are not exposed to risk. Does this risk need to be managed and age appropriate?

Playground providers are sued and parents and carers are told they are neglectful if children are injured because of inadequate supervision or 'unsafe' equipment.

Minimum playground safety standards are published requiring impact attenuating surfacing and the removal of known equipment hazards. Is this an over reaction to a problem that does not actually exist, or is the problem paradoxical created by their provision? By installing impact attenuating surfacing are we unintentionally saying to our child and/or carers that rubber playground surface is safe to fall on and in so doing creating a false sense of security?

Why are long-bone injuries increasing and not decreasing if all our playgrounds are protected?

Should we encourage 'free range play' so that children develop a personal duty of care?

Room H

Carmel Conn (England)

University of Bristol

Peer play of children with autism in mainstream schools

Little is known about how children with autism play and form friendships with other children. Attempts at studying interaction of children with autism have taken a quantitative approach, focusing on amounts of engagement measured against a 'norm'.

This presentation will outline two case studies that provide rich, qualitative accounts of what mixed groups of children, with and without autism, do together in everyday play encounters in ordinary primary schools.

The aim of the research was to explore what cultural knowledge children with autism use in peer play and the nature of peer responses. Findings gained from observations and conversations with practitioners, children and parents show that the children with autism participated appropriately in peer culture in many ways. Though both children experienced quite profound autistic-type difficulty in relation to their imagination, their strong commitment to imagined worlds and ability to remember media culture in vivid detail, enhanced their capacity to play with other children and, in one case, to be an effective play leader.

Participants will:

- gain insight into the everyday social world of children with autism in ordinary schools from the viewpoint of the children themselves and the adults who know them
- understand how mixed groups of children, with and without autism, play and share meaning
- understand how the pretend play of children with autism is the same as / different from children without autism
- understand the experience of friendship for a child with autism



Room H

Mira Tetkowski Berkley (USA), Valerie Huggins (England)

College of Education,
SUNY Fredonia,
Faculty of Education,
University of Plymouth

Preparing early years teachers to understand their role in promoting play: American and English challenges

As Early Years teacher educators working in different locations, one in Fredonia NY, USA, the other in Plymouth, UK, we have shared ideas and practices as we guide our students through the teacher education course.

By having this professional dialogue, we have been able to clarify our own ideas about how to provide appropriate experiences for our students to deepen their understanding about the nature of play, the importance it plays in promoting learning and development and a reflective approach to developing their professional identities as Early Years teachers. This involves unpacking, and sometimes unlearning, their existing views and attitudes about the role of a teacher and also the nature of play, through exposure to theoretical ideas, experiences in settings and reflective tasks.

In this presentation we will share our ideas by engaging in a dialogue around a previously agreed pattern of topics, inviting participation from the delegates. This will model the processes of analysis and clarification that we see as important for student teachers as they shape their professional understandings and identities.

Delegates will:

- Appreciate similarities and differences between the American and English contexts
- Recognise the intrapersonal and interpersonal barriers encountered by student teachers in promoting play based curricula
- Gain ideas/approaches that can be used in this aspect of students' professional development
- Experience the benefits of collaborative enquiry

Room I

Francis Barton (England)

University of Gloucestershire

The intrinsic value of play: what are the implications for play advocacy?

Concepts of the value of play can be seen either as instrumental (as a tool for the achievement of other aims) or intrinsic (play as a good in itself).

The former approach prevails within public policy, and funding bids and advocacy campaigns are required to demonstrate the likely results of initiatives in terms of their impact on other policy goals such as crime reduction, better health, improved educational outcomes, and so on.

Yet much play scholarship challenges this instrumental value of play. Play is a complex and non-linear process, operating across many levels of biological, psychological and social function, and does not lend itself to input-output models or easily measurable outcomes.

Further, play as included within the UNCRC Article 31 as a right in itself, not as an instrument for the achievement of other ends. If play is characterised by its goal-less and intrinsic nature, how can it be shown to result in the goals prized by policy makers?

In the light of this, attempts to demonstrate the instrumental worth of play in terms of added economic or social value would seem to be at best reductionist and at worst crucially flawed.

Participants will consider the following questions, and learn from each other through discussion, debate and sharing their experiences:

- What is the effectiveness of the moral worth of the right to play, in comparison with the instrumental case for play (and can we have both)?
- Is the 'instrumental' case for play a necessary tool for advocates?



Room J

Wendy Russell
(England)

University of
Gloucestershire

Pyramid Playwork:
four triangular
analyses of
playwork as
production of
space where
children can play

In the UK, the official articulation of the role of the playworker is ‘to support all children and young people in the creation of a space in which they can play’ (PPSG, 2005). This definition offers playwork theorising a ‘spatial turn’, an alternative to the dominant focus on child development that privileges time over space.

Playworkers navigate a number of contradictions. They hold dear the tenet of play as ‘a process that is freely chosen, personally directed and intrinsically motivated’ (PPSG, 2005). Yet they also have strong views about how children should play, and produce spaces to encourage particular play forms. They also justify their work in terms of how it helps to deliver on social policy outcomes (eg community cohesion, physical activity, social skills development).

This paper draws on four analytical frameworks that all happen to be triangular in form. Two are closely aligned: Lester and Russell’s (2008) tension triangle between understandings of play, policy and practice and Beunderman’s (2010) adaptation of Holden’s (2006) value triangle exploring the interrelationships between intrinsic, instrumental and institutional value of play and playwork.

Cultural Historical Activity Theory (Engeström, 1987, 2005) is then used to analyse the dialectics of playwork as an activity system. Finally, Lefebvre’s (1991) triadic conception of the production of space (conceived, perceived and lived) analyses the tensions between theoretical mapping of ‘play spaces’, the everyday practices within them and the flights of escape into the nonsense that is play – both by children and playworkers.

Room K

Irene Gunning,
Carmel Brennan
(Republic of Ireland)

Irish Preschool Play
Association (IPPA)

Playful
neighbourhoods:
access to
neighbourhood
play spaces for
young children in
Ireland

The Irish Preschool Play Association (IPPA) is carrying out a research project on the availability of play spaces and opportunities for young children in Irish neighbourhoods.

The research aims to explore the affordances and constraints on neighbourhood play in Ireland so that we can inform national policy and support communities in improving their play facilities for young children. The research literature validates this aim.

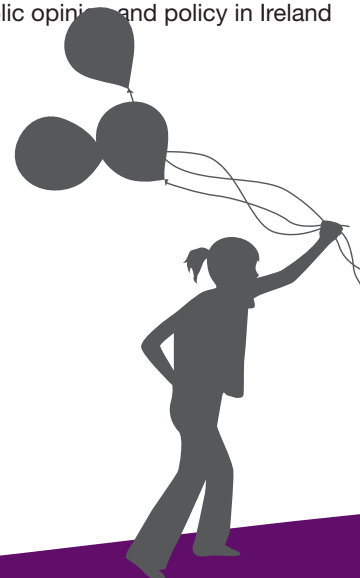
Play for a Change (Lester and Russell, 2008: 4) illustrates substantial and wide-ranging evidence of the importance of play in the lives of children. ‘*The evidence is compelling ... the benefits of play accrue from its characteristics of unpredictability, spontaneity, goallessness and personal control ...*’ Likewise in the U.S., Burdette and Whitaker (2005) in the paper ‘*Resurrecting Free Play in Young Children: Looking Beyond Fitness and Fatness to Attention, Affiliation and Affect*’ (Archives of Pediatrics and Adolescent Medicine) tell us that unstructured free play brings cognitive, social and health benefits to children. It is important therefore for children, families and communities that we develop mechanisms, such as this research project, for advocating

for play.

Following the model utilised by Play England for the Playday 2010 research, the research methodology includes an opinion poll targeting adults and children combined with a series of focus group discussions with participants from a cross section of neighbourhoods, ethnic groups and age cohorts.

This paper:

- explores possible strategies for developing play opportunities in local neighbourhoods
- discusses the impact of the research on public opinion and policy in Ireland



Room K

Carol Duffy (Republic of Ireland)

Irish Preschool Play Association (IPPA)

Nature's playground of possibilities

IPPA designed a natural playground for the Irish national garden festival, Bloom 2010, to highlight the opportunities that natural spaces and materials provide for children.

The central concept underpinning the design was a playground for the way children play: a playground of possibilities where the earth is the canvas, the sky is the limit, the child is the architect, and natural materials are the tools.

Increasingly in Ireland static and ordered outdoor play experiences are being offered to children. Research and practice has identified that children's preferences tend towards wild rather than ordered landscapes, and open ended play opportunities. The writings of Bilton (2010), Gill (2009), Moore (1997), White (2010), IPPA (2007) support this viewpoint. The aim of IPPA in undertaking this project was to promote positive attitudes towards natural play environments. We want to support parents and adults working with children to provide natural play spaces and play opportunities that are congruent with the 'what' and 'how' of young children's play.

This presentation

- Takes you on a visual tour of a natural playground of possibilities where we see children engaged, stimulated, and managing risk.
- Discusses how we used this project to support parents, and childcare practitioners to improve their outdoor play provision.
- Identifies changes and improvements childcare services have implemented as a result of this support.

Participants will learn:

- How to provide simple yet effective natural play spaces and materials
- What and how young children play in this environment
- How to promote positive attitudes towards messy outdoor play

Room L

Perry Else (England), Dale Le Fevre (USA/UK)

Everybody In:
A presentation on the application of New Games in a school setting

The workshop will highlight the findings from quantitative and qualitative research the outcomes of playing New Games with primary school pupils from Year 4 (Key Stage 2).

The project involved working with a partnership school in the North of Sheffield to carry out an intervention programme using New Games (Le Fevre 2007) with field testing before and after the intervention. Two classes of thirty pupils were involved, one as the target group, receiving the New Games programme instead of the usual sports session, the other as a control. A series of tests and questions were designed in line with the Framework Model (Else 2009) to assess a range of physical skills and attributes as well as the pupil's self evaluation of their mood and relationship to others.

The workshop will explain the New Games inclusive approach, the Framework Model and the research methodology with the issues that emerged. Overall the work found that compared with a traditional games session, the New Games approach was better at improving stamina of children as a whole, and was better at integrating minority groups and children who were more overweight into their social group. These findings were consistent with those of Mackett (2004) who showed that children who are enjoying their physical activity were more willing to do it and for longer than children doing traditional sporting games.

Outdoor:
Meet outside
City Hall Main
Entrance

Greg Parata, Marion
Pilkington, Maureen
Woodhams, Morna
Haist (New Zealand)

New Zealand
Playcentre Federation

Ngā Kēmu Māori
– traditional and
modern Māori
games

Māori cultural folklore, values, whakapapa (genealogy) and experiences have helped shape Māori play and types of play, and influenced what and how materials are selected, and used, for play.

Bi-cultural practice, made up of these Māori traditions along with Pakeha (European heritage) traditions, has informed children's play, adult's learning and how both cultural partners work together in Playcentre.

In this hands-on workshop, participants will experience some traditional Māori games, waiata-a-ringa (action songs) and haka as we discuss the learning and cultural value of these experiences. These games and action songs are still played throughout Aotearoa/New Zealand and are suitable for all ages, from early childhood through to parents and grandparents.

This workshop will require participation but no particular level of fitness.

