



# Voices from around the World

Marguerite Hunter Blair  
IPA Scotland Trustee  
Play Scotland CEO





# Scotland's policy context

- National Play Strategy
- Legislation including the Community Empowerment and the new Planning Act
- National guidance and supporting tools: the new duty on Play Sufficiency, the move towards "20 minute neighbourhoods" and Place Standard tools for children and young people
- Incorporating UN Convention on the Rights of the Child (CRC) into Scots Law.



# Co-creating Place Standard Tools for Children & YP

for SG, Public Health Scotland and Architecture Design  
Scotland to be launched 2020

1. Where I go and what I do
2. How I care/How I feel
3. How I get there
4. What I need to live well



## Quality of Place (Where I go and what I do)

- Play and other things we do in our free time
- Meeting and talking with other local children and trusted adults
- Streets, parks and other outdoor places
- Schools and people who take care of others
- Nature (trees, wild animals, birds and plants)

## Self-efficacy (How I feel)

- Feeling safe (in <place name>)
- Feeling proud and a part of <place name>

## Stewardship (How I care)

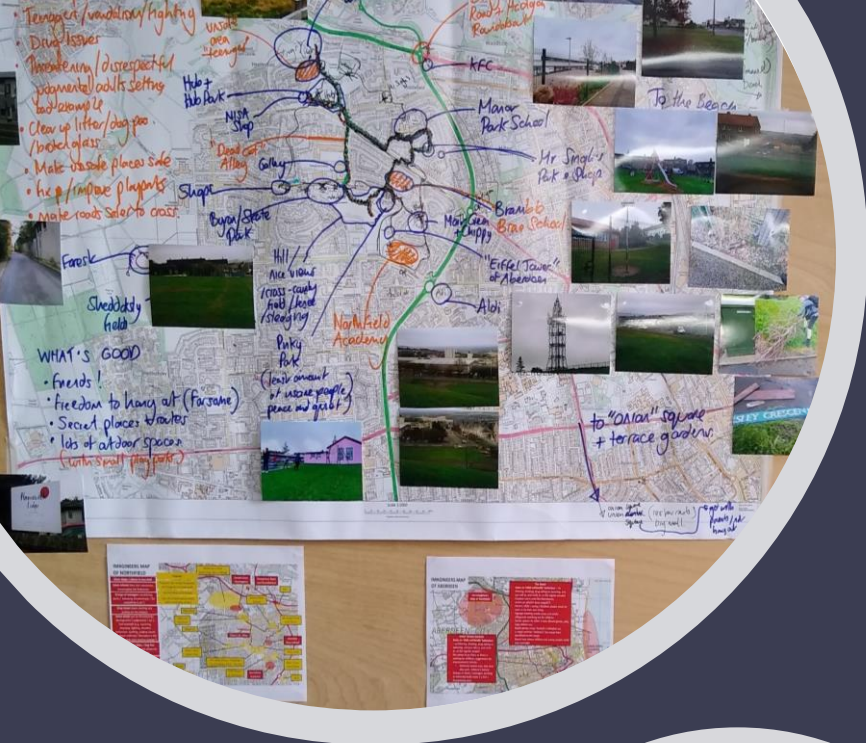
- Having our say and being listened to
- Fixing things and keeping <place name> clean and looking nice

## Movement (How I get there)

- Buses, Trains (and other ways of getting places)
- Traffic and Parking
- Walking and cycling (in <place name>)

## Community context (What I need to live well)

- Work, shops and local jobs
- Homes, friends, and other people who live near you (who you might or might not know)



# Co-creating Place Standard Tools with Children and Young People

- **Starting point** for co-designed safe routes to school or active travel strategy
- **Springboard** for discussion about community and different viewpoints of different people
- **Live opportunity** for rights-based discussion
- **Starting point** for children and young people to respond to a local or national consultation





# Assessing Play Opportunities

- Collaborative process
- Experimental
- Rights based
- Wellbeing focus
- Children are satisfied with play opportunities provided



#playeveryday



# Imaginative COVID responses rooted in our **Play Policy** and practice landscape

The play sector worked together to:

- advocate for children's right to play to be part of the response at decision-making levels
- deliver a variety of imaginative responses to support children's play through and beyond the crisis
- provide evidence, support guidance and regulations impacting on children's play.



**CHILDREN &  
YOUNG PEOPLE'S**  
Commissioner  
Scotland



#IndependentCRIA

*"Life-changing decisions being made during coronavirus have felt like playing a game.*

*Every time it should be our turn, someone skips over us and we end up left behind and forgotten."*

Abigail (15)

# Licketyspit, Glasgow

Actors/Pedagogues facilitate  
imaginary play

Adapted to online model

High engagement from minority  
and vulnerable families

Refugee families finding  
community through play





# The Yard, Edinburgh

Dynamic indoor and outdoor adventure play services for disabled children and young people, and their families.

Work with children and young people aged 0-25 and their families, in Edinburgh, Dundee and Fife.

Variety of services offered to support the whole family.



# Embedding play in the curriculum

#playfulschools – a movement during  
and beyond COVID

<https://twitter.com/p1stclements/status/1323316656802856960>

## Play is the Way

Child development, early years  
and the future of Scottish education

Sue Palmer (Editor)



## Realising the ambition: Being Me

National practice guidance  
for early years in Scotland



Wellbeing

### ACTIVITY CARD 1

#### DID YOU KNOW?

- Learning to breathe more slowly can help calm our nervous system and help us relax.
- Focusing on our breathing keeps us in the moment and can help with concentration.
- By encouraging your child to practise this activity when they are calm, they are more likely to use it when they are upset.

#### TRY AT HOME

- Find a quiet, calm place together and find a place to sit or lie comfortably.
- Ask your child to take the teddy and gently hold it on their tummy.
- As your child breathes in and out normally, encourage them to relax and think about the teddy rising and falling with each breathe they take.
- You can start by trying to do it for 30 seconds and increase it as your child learns to relax and focus on their breathing.

#### OTHER THINGS TO TRY

- Pretend you have a nice smelling flower in one hand and a slow burning candle in the other.
- Breathe in slowly through your nose as you smell the flower.
- Breathe out slowly through your mouth as you blow out the candle.
- Repeat until your breathing feels nice and relaxed.

© Play Scotland produced these cards in partnership  
with Dundee City Council through Wellbeing Funding.

© Play Scotland Playful Schools



Breathing techniques next with  
teddy. @PlayScotland  
@UpstartScot @stclementsps  
#Dundeelearning

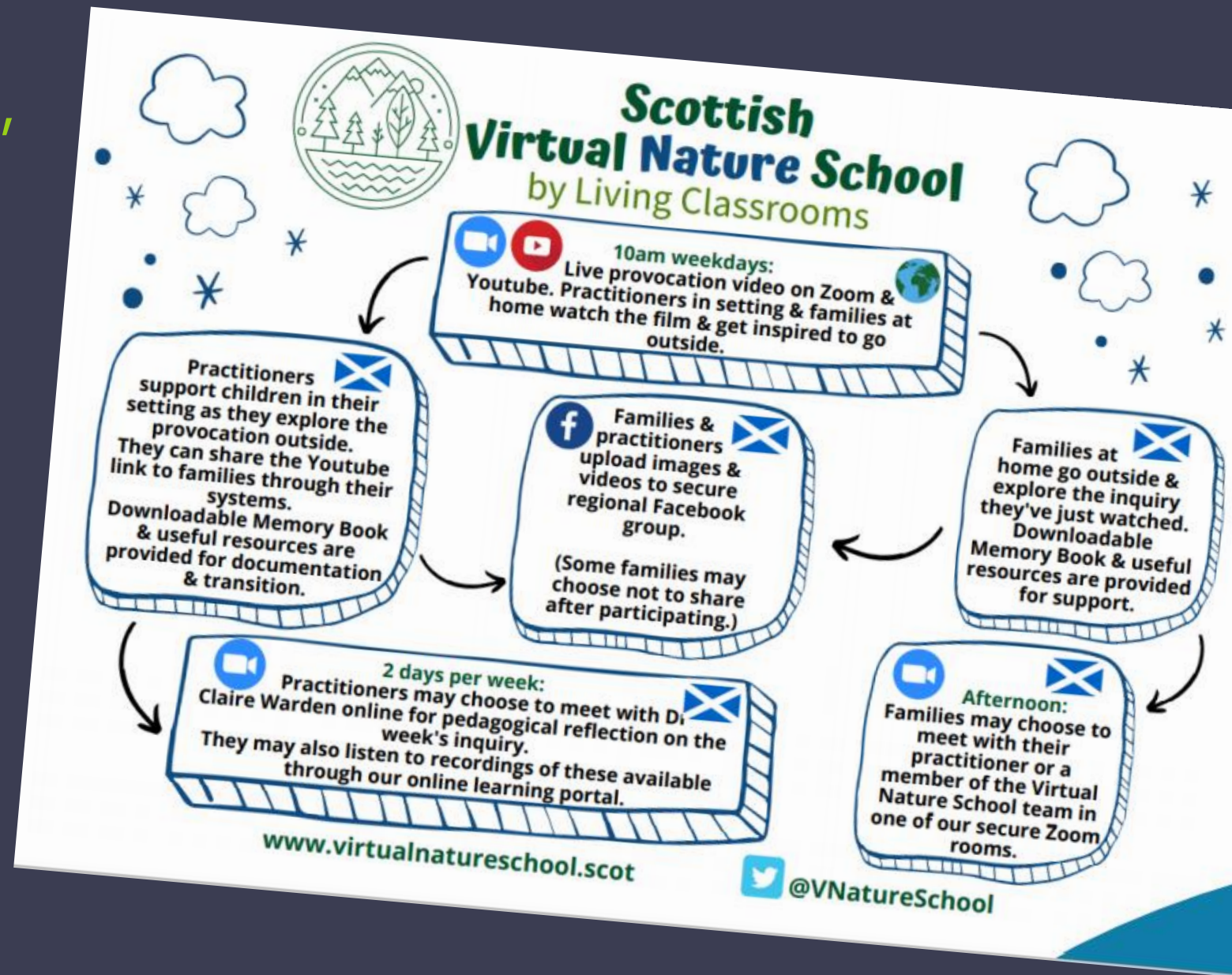




# Virtual Nature School, national

Scottish Government Funding  
of £159,000 was granted to  
Living Classrooms

- Provided a daily structure for child-led exploration and learning
- Supported parents to understand the value of learning through play and time outdoors in nature
- 1,009 practitioners and 15,000 children from 32 Local Authorities participated





# Play Scotland **Playful Schools and Communities**, Dundee

Playful Schools Action Research Project, partnership project with ScrapAntics

- Six week delivery period
- 1160 play opportunities
- Average 216 children per week

Showed that:

Outdoor, free play is crucial to mental health and wellbeing and children's developmental milestones.

Children want to play and make full use of any free play opportunities offered.

Provision of free play opportunities during Covid-19 is entirely possible.





# The Children's Wood, Glasgow

- Space to play
- Forest Schools
- 26 local schools and nursery schools using the land for outdoor learning and play
- Teachers training
- Community gardening
- Mental health workshop
- Community storytelling/drama





- Scotland has a lively, authoritative and respected **children's rights landscape** in which the play sector plays a leading role.
- The play sector is varied and active with a **national play organisation (Play Scotland)**, regional and local play organisations supported by government funding (£2,933,350 in 20/21)
- Policy in place for **playful pedagogy** but practice still developing.
- Planning for **child friendly communities** and designing and delivering them will take substantial investments of funding, space, time, permission, culture change and commitment at every level.



[www.ipascotland.org](http://www.ipascotland.org)

IPA Scotland is a Scottish Charitable Incorporated Organisation (SCIO), Scottish Charity Number: SC026909





“Play gives you a **sense of freedom** when you have none”

Websites:

<http://aplaceinchildhood.org>

[cypcs.org.uk/coronavirus/  
independent-impact-assessment](http://cypcs.org.uk/coronavirus/independent-impact-assessment)

[licketyspit.com](http://licketyspit.com)

[playscotland.org](http://playscotland.org)

[thechildrenswood.co.uk](http://thechildrenswood.co.uk)

[theyardscotland.org.uk](http://theyardscotland.org.uk)

[upstart.scot](http://upstart.scot)

[virtualnatureschool.scot](http://virtualnatureschool.scot)

