

# The Importance to Our Community of Inclusive Play & Universal Design

Time to Review Our Play Spaces  
in  
Southern Midlands



presentation by

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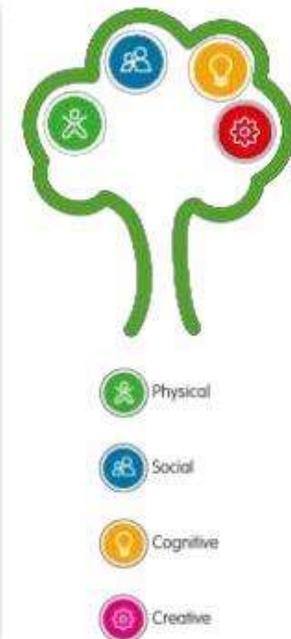
*Using selected slides from a presentation from the KOMPAN Play Institute*

Why is Play & Why are Playgrounds  
Important to our Community?

WHY: From a policy point of view

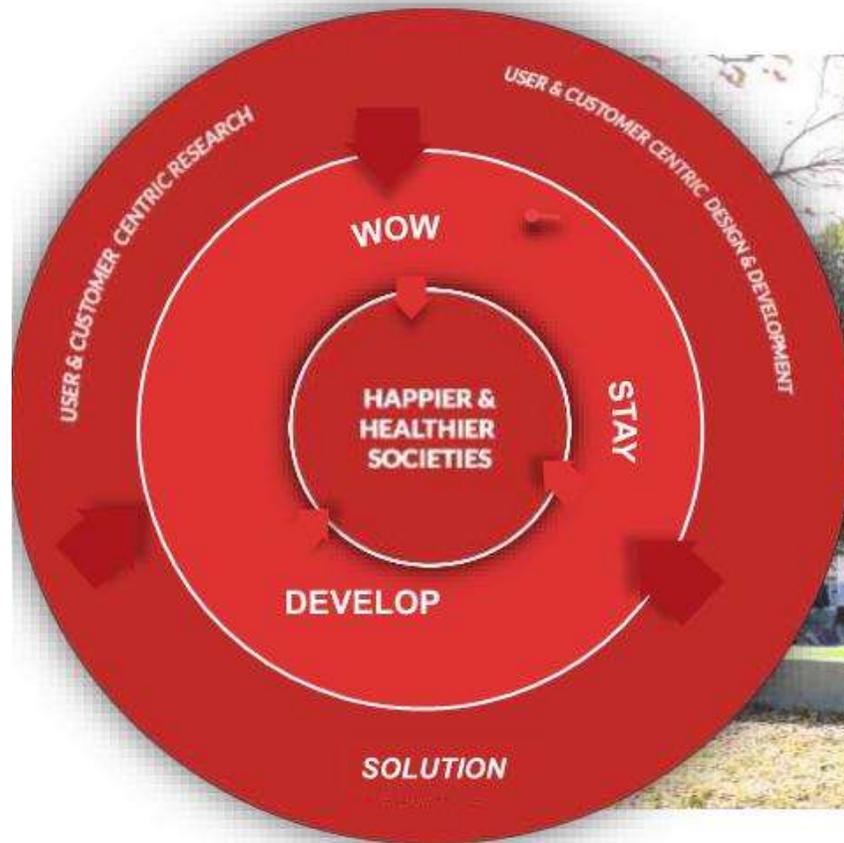
# Children have a right to leisure and play

*United Nation Convention on the Right of the Child, article 31*

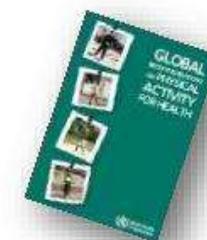


WHY: From a policy point of view

# Getting playgrounds right matters greatly



# Physical Activity recommendations



## WHO Definition of Physical Activity:

**Play**, games, sport, transportation, recreational activity, PE or fitness

### 3-5 years thresholds:

- 180 minutes a day

### 5-17 years thresholds:

- 60 minutes a day moderate physical activity
- 3 x 20 minutes intensive activity slots per week

### The activities should train:

- Motor skills - ABC: agility, balance and coordination
- Muscles (Arms, Legs, Core)
- Bone density
- Aerobic fitness

Source: Global Recommendations on Physical Activity for Health, World Health Organisation 2010

<https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>

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# Happy, healthy, inclusive play research

## PROPER DOCUMENTATION: Research and test

Validated knowledge base from research, policy and observation work on playground play



## KEEPING PROMISES: Unique and relevant play equipment and great playgrounds

Developed to help create happy, healthy and inclusive communities



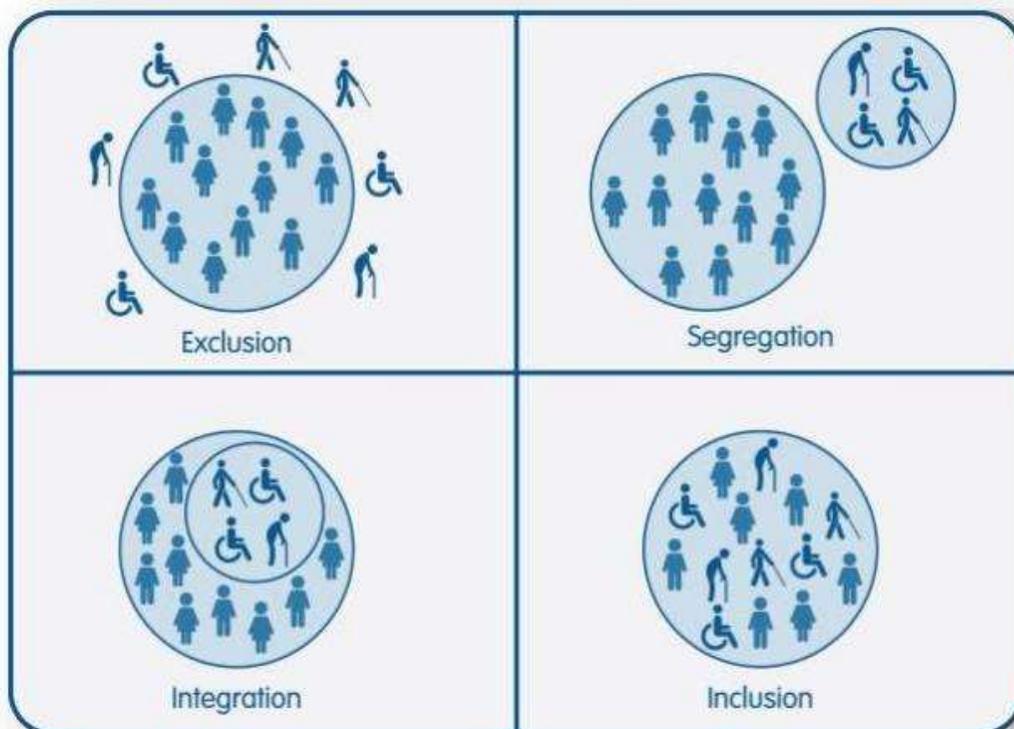
## The KOMPAN Play Institute play benefit scheme

# Age appropriate play: every age is different

Age / Benefit	 <b>PHYSICAL</b> <i>(WHO, DBU, IA &amp; more)</i>	 <b>SOCIAL/ EMOTIONAL</b> <i>(UNICEF, DPU &amp; more)</i>	 <b>COGNITIVE</b> <i>(Piaget, Eriksson &amp; more)</i>	 <b>CREATIVE</b> <i>(Chichszentmihaly &amp; more)</i>
<b>1-3 years</b> <b>Sensory motor play</b>	<b>Motor skills:</b> Sensory motor stimulation; Cross-body coordination; <b>Bone:</b> Weight bearing activity	<b>Parallel play – together:</b> Pre-language cooperation	<b>Sensory motor &amp; pre-operational :</b> Understand basic symbolic play (role play), causal relations, beginning language <b>Role Play:</b> Imaginative play, few words	<b>Basic:</b> <b>Sand play:</b> fill and empty bucket <b>Ball games:</b> Hold and throw ball
<b>3-6 years</b> <b>Role &amp; construction play</b>	<b>Motor skills:</b> Sensory motor stimulation; cross-body coordination <b>Bone:</b> Weight bearing activity	<b>Socio-dramatic play:</b> Elaborate role play <b>Interact with peers:</b> Conversation, negotiation	<b>Pre-operational :</b> Language mastery increases, imagination, role play accordingly	<b>Semi-basic:</b> <b>Sand play:</b> light construction (eg. cakes) <b>Ball games:</b> Grip, throw and kick ball
<b>6-9 years</b> <b>- Rules &amp; construction play</b>	<b>Motor skills:</b> Agility, Balance and Coordination <b>Bone:</b> Weight bearing activity <b>Cardio:</b> speed <b>Muscle:</b> Arms push/pull; legs push; core strength	<b>Team work:</b> Cooperate, compromise <b>Competition:</b> Positive competition, Winning and losing	<b>Concrete operations:</b> Understanding rules, Logical thinking (explain causal relations)	<b>Semi-elaborate:</b> <b>Sand play:</b> construction <b>Ball games:</b> More precise kicking/throwing/catching
<b>9-12 years</b> <b>Rules play &amp; team sports</b>	<b>Motor skills:</b> Agility, Balance and Coordination <b>Cardio:</b> speed, endurance <b>Muscle:</b> Strength: Arms push/pull; legs push; core strength; speed; endurance	<b>Sharing</b> Listen, give and take <b>Competition</b> Measuring oneself against others; winning and losing	<b>Concrete operations:</b> Logical thinking, light strategies	<b>Elaborate:</b> <b>Sand play:</b> elaborate constructions <b>Ball games:</b> Precise kicking/throwing/catching
<b>12-16 years</b> <b>Team &amp; individual sports</b>	<b>Cardio &amp; Muscle:</b> Strength, speed, endurance <b>Motor skills, Bone</b>	<b>Empathy</b> Tolerance of differences	<b>Formal operations:</b> <b>Bending rules:</b> ethical judgments	Make own rules, construction techniques, ball game techniques

How Inclusive Are We?

# Inclusion: All can participate if surroundings are enabling



## Integration:

Playgrounds with special equipment - only for children with disabilities



## Inclusion:

Playgrounds with activities for all



# Accessible Island, Tasmania

## People with disability in Tasmania - at a glance

The Australian Bureau of Statistics 2015 Survey of Disability, Ageing and Carers (SDAC)<sup>21</sup> provides a snapshot of Tasmanians with disability<sup>22</sup>. The survey includes people who reported a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.



In 2015 there were **4.3 million** Australians with disability of these **(131,700)** were in **Tasmania**



Tasmania has the **highest rate** of disability (**26%**) compared to **18% nationally**



The likelihood of **living with disability** increases with age, **2 in 5** people with disability were **65 years and over**



**Half** of people (**50%**) with disability used aids or equipment to help them with their disability

# Universal, inclusive play benefits all of us



- Children with disabilities grow and develop their understanding of own abilities and strengths with a positive self-perception, when they're around others who are more advanced developmentally
- Typically developing children can learn and show care for the disabled children when spending time with them
- Direct contact with peers with disabilities has a positive effect on typically developing children's attitudes
- Play solutions for all makes it possible for children to interact which decreases loneliness and fear of contact

Sources: Jihee Han, Ostrosky, Michaelene M. Diamond, Karen E. (2006). *Children's Attitudes Towards Peers With Disabilities: Supporting Positive Attitude Development*.  
Celine Vignes, Emmanuelle, others (2009). *Determinants of students' attitudes towards peers with disabilities*.  
Anke de boer, Sip Jan Pijl & Alexander Minnaert (2012). *Students' Attitudes towards Peers with Disabilities: A review of the literature*

How do Inclusive Designs Work ?

# Let's not under-estimate one another

**“The underestimation of the abilities of people with disabilities is a major obstacle to their inclusion and to the provision of equal opportunities”,**

*The State of the World's Children, 2013, Children with Disabilities, UNICEF 2013*



# Play Motivation – what motivates the most? Re-action, response: Thrill



## Thrill main motivator, social interaction as important

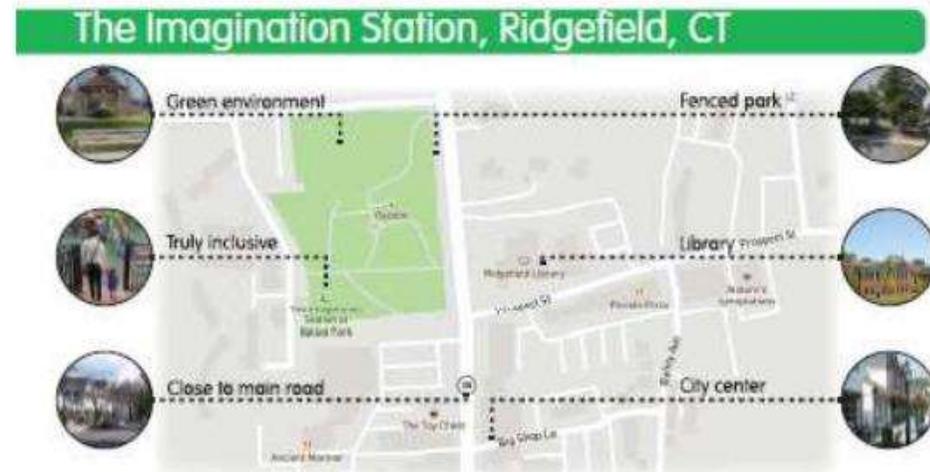


- Manage independently
- Use independently
- Be rewarded with the thrill
- Be with the others

# Universal Designs for Inclusive Play Grounds

# What is a good universal playground design?

- Accessible, inclusive routing and infrastructure
- Access to relevant ground level activities
- Access to relevant elevated level activities
- Support play thrill and challenge
- Support social interaction
- Variation in play activities



<https://www.youtube.com/watch?v=-XGBLEWJ5IA>

Universal Playground Design Principles:

# 1. Routing - Accessible fencing



Opening handle in fence reachable from seating height also



Internal "stop" lines to ease parental control



Natural fencing around play area

Universal Playground Design Principles:

# 1. Routing – Proximity to WC + Parking



## Universal Playground Design Principles:

# 1. Routing – Guiding lines



Visual & texture lines: concrete line, Yellow/black visual contracts. Coloured spots where activity. Eisenhower Park, NY, USA



Visual & texture lines: colour contrast + Material contrast - sand, grass and Rubber, Fruens Bøge, Denmark



Visual & texture lines: stone paving in the sides, with contrast to sand. Bottrup, Germany

Universal Playground Design Principles:

# 1. Routing – Choice of access



Linwood School, Scotland

Universal Playground Design Principles:

## 2. Relevant ground level activities



Universal Playground Design Principles:

### 3. Access to relevant elevated level activities



## Universal Playground Design Principles

# 4. Support play thrill and interaction



## Universal Playground Design Principles

# 5. Support of social interaction



Bigger children's hospital playground, Paris, France

Universal Playground Design Principles:

## 6. Variation in play opportunities



Faulkner Playground, Perth, Australia

Let's do the variety of thrill...



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with universal, inclusive design for all

