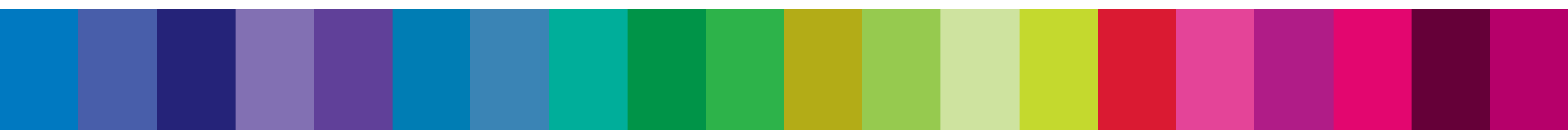


Professor John H. McKendrick

The rights way?

UNCRC and the future of play in Scotland



UNCRC – Making the Right to Play Real for Parents and Children
Parenting Across Scotland
Wednesday 30th March

Overview of Presentation

- Play and Scotland
- Right to play
- Blue skies: play as all things to all people
- Problem 1 – tension: the right to play
- Problem 2 – dark skies: play is not for all
- Problem 3 - rise of rights, emerging crisis in play
- Opportunity knocks? *Best Start, Bright Futures*
- Final thoughts



The rights way?



Play and Scotland

OUR Vision

We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities.

- Scotland has high aspirations
- Play is an integral part of a ‘good childhood’
- Play should be valued
- Play should be a daily experience
- Play should take place in different domains in the domestic realm



The rights way?



The right to play

Emergence and consolidation of the right

- Article 24 of the **Universal Declaration of Human Rights** (UDHR) in 1948 (right to rest and leisure)
- **Declaration of the Rights of the Child** in 1959, Article 7 (The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right).
- **IPA Declaration of the Child's Right to Play** (1979).
- Children's right to play as asserted in Article 31 of the **UNCRC** (1989)
- **General Comment No. 17 (2013) on the Right of the Child to Rest, Leisure, Play, Recreational Activities, Cultural Life, and the Arts** (art. 31)
- **COVID-19 Statement of April 2020**, the UN Committee on the Rights of the Child recommended that States Parties explore alternative and creative solutions for children to enjoy their rights to rest, leisure, recreation, and cultural and artistic activities



The rights way?



**Blue skies:
play as all things to all people**



Symbolic Play



Locomotor Play



Recapitulative Play



Creative Play



Exploratory Play



Communication Play



Role Play

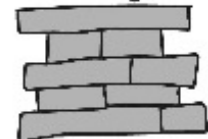


Fantasy Play



Socio-dramatic Play

PLAY TYPES



Deep Play



Rough and Tumble Play



Object Play



Mastery Play



Dramatic Play



Social Play



Imaginative Play



www.playscotland.org

A Playworker's Taxonomy of Play Types by Bob Hughes

on-orbitary.com



Physical Development

Strong, healthy bodies
Fine & large motor skills
Stress management
Coordination
Physical confidence
Agility

Cognitive Development

Scientific & mathematical thinking
Research & inquiry skills
Independent thinking
Language skills
Literacy skills

Play Develops
Children Four Ways

Social Development

Cooperation
Negotiation
Collaboration
Socialization
Rules formation
Conflict resolution

Emotional Development

Joy
Empathy
Resilience
Persistence
Self-regulation
Self-confidence
Impulse control

The Strong 2013[®]



The rights way?



Problem 1

Tension – the right to play

The rights way?



Problem 2
Dark skies:
play is not for all

Red Flag: play for the few and not for all

- Play is just for disadvantaged times / disadvantaged children
- Community is resilient to anti-social play
- Play is unimportant – or perhaps a problem – in an emergency



The rights way?



Problem 3

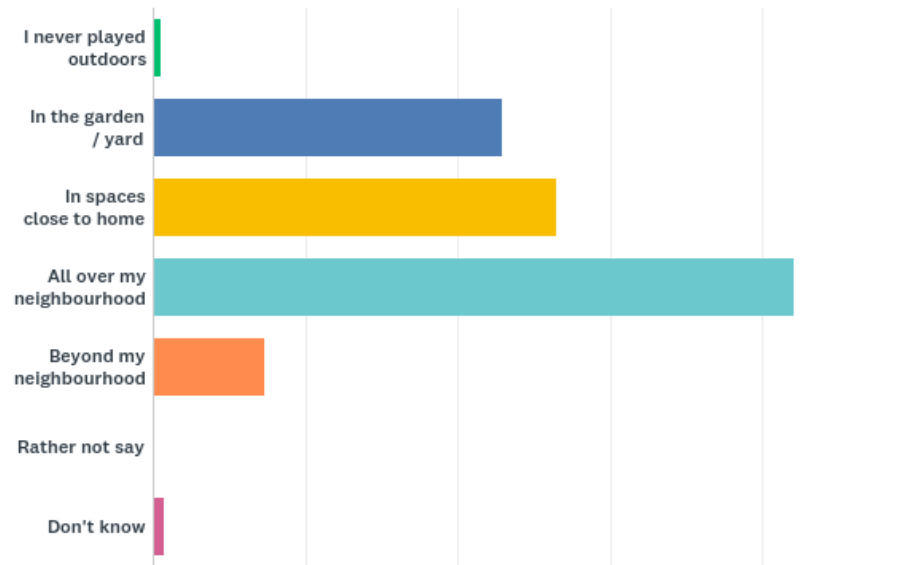
**Paradox: Rise of rights, emerging
crisis in play**

Play, Resilience and Crisis

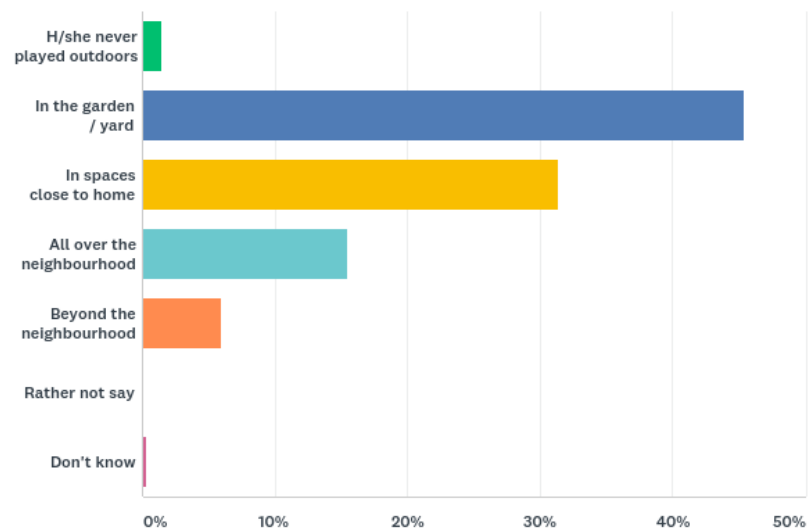
- Play in Crisis
- Play as a Victim of Crisis
- Play as a Route from Crisis



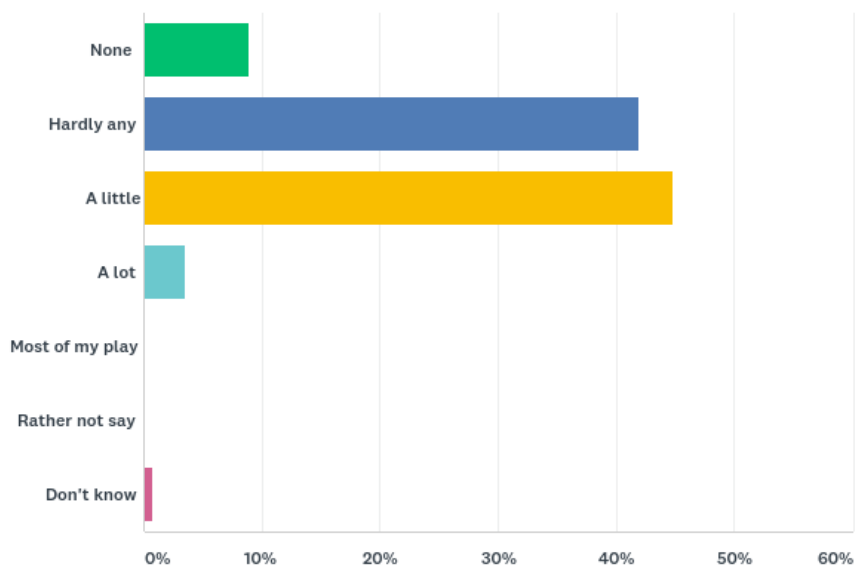
Q5 Back in 1987 (thirty years ago), where you did spend most of your outdoor play time?



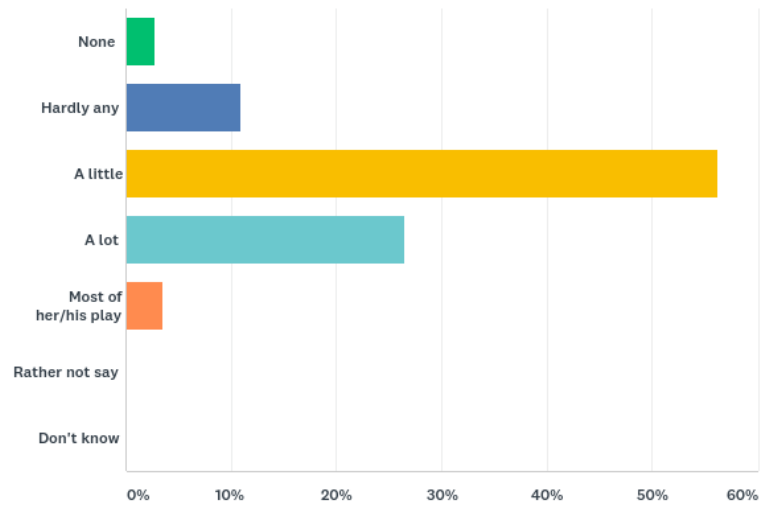
Q60 Where does your child spend most of her/his outdoor play time?



Q6 Back in 1987 (thirty years ago), how much of your play was PASSIVE screen-based (such as watching television or watching films)?



Q61 How much of your child's play is PASSIVE screen-based? (such as watching television or watching DVDs)



Play, Resilience and Crisis

- Play in Crisis
- Play as a Victim of Crisis
- Play as a Route from Crisis



	Space	Time	Resources	Permissions
Quarantine	Loss of access to everyday environments. Heightened significance of the bedroom.	More time for play.	Loss of people to play with in-person. Heightened significance of electronic play and play based on commercial products.	Space for play restricted.
Lockdown	Loss of access to everyday environments. Heightened significance of the homespace.	More time for play.	Loss of people to play with in-person. Heightened significance of electronic play and play based on commercial products.	Space for play restricted.
Relaxation	Access to some everyday environments under public health restrictions. Continued restrictions on commercial indoor play environments.	Return to typical time-space access to play. Additional pressures on time for play given the perceived need to 'catch up' with education loss.	Return to wider array of resources for play.	Restrictions are eased, but public concern persists over interaction in public space.
Unrestricted	Unrestricted access to typical everyday environments	Return to typical time-space access to play. In the early period, there may still be additional pressures on time for play, given the perceived need to 'catch up' with education loss.	Full access to array of resources for play.	Restrictions gradually return to pre-pandemic character.



Play, Resilience and Crisis

- Play in Crisis
- Play as a Victim of Crisis
- **Play as a Route from Crisis**



Project name	Host Organisation	Place / Country	Format	Scale / Population	Focus
#SparkthePlay	East Lothian Play Association	East Lothian, Scotland	Online, material and play sessions	800 children	Support play at home and in the community, acting as a bridge with a storybook character to help children manage COVID-19 experiences through everyday play.
Wee Inspirations	Starcatchers	Scotland	Online & material	Families with babies and young children	Simple, low-stress, fun ideas for families to be playful and creative together. Initially online, later a creative play pack.
Playful Schools	Play Scotland and ScrapAntics CIC	Dundee, Scotland	Play sessions	Children and professionals	Pilot project to explore the potential for Loose Parts Play to promote children's mental wellbeing in the context of COVID-19.
Geronimo at the Grove	Aberdeen City Council	Aberdeen, Scotland	Play sessions	Parents and their children (0-5 years)	Creative approaches that also encouraging risk taking in play. Took place in the summer when lockdown was lifted.
BIG Porridge & Play Online	Licketyspit Theatre Company	Glasgow, Scotland	Online	Families with children (3-12 years)	Intergenerational play facilitated by Actor-Pedagogues, developing play from participants own ideas.



The rights way?



Opportunity knocks?
Play in *Best Start, Bright Futures*
(and Scottish Attainment Challenge)

In recognition of the importance of outdoor play to children's health and wellbeing, we will deliver on our commitment to invest £60 million in renewing play parks in Scotland, to ensure all children have access to quality play in their own community. We will also continue supporting the third sector to ensure that children in our most disadvantaged communities can access outdoor play.



During the summer break of 2021, the Get into Summer programme aimed at addressing the negative impacts associated with extended periods of isolation and lack of participation in normal activities during the pandemic. One of the objectives was to offer additional opportunities for children who had been disproportionately affected – i.e. low income households and those at higher risk of experiencing poverty. Although exact experiences varied between families and localities, there was evidence that taking part in the programme had benefited both children and parents' wellbeing in multiple ways. The evaluation found that removing the cost attached to participation in summer activities had helped many families. However, it remains the case that families at higher risk of poverty are likely to experience more barriers (beyond affordability) to attending holiday provision. The research highlighted areas that could support families further, including: ensuring appropriate staffing to enable participation of children with disabilities or additional support needs, ensuring transport barriers are considered and addressed, and continuing to develop local understanding of how to reach children from diverse ethnic backgrounds. There was limited evidence as to how the summer of play programme impacted on child poverty specifically, although it showed that while efforts were made by partners to engage with children from low income families, actually families across all income groups benefited from the programme.



The rights way?



Final thoughts

Final thoughts: Play for resilient communities

How do we want to use the right to play – need to resolve

In any case – rights are not enough (for play)

Aspirations

- Can we transform our most disadvantaged neighbourhoods to be the richest locales in terms of play affordance?
- Can we ensure that we recovery plans have a clear plan for play led by a play champion?



The rights way?



Any questions?

Thank you for listening.

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