

A Blueprint for Building Quality Participation on Playgrounds

Caregiver
Version



PREFACE

OVERVIEW

The Blueprint for Building Quality Participation on Playgrounds for Children is adapted from the Canadian Disability Participation Project's Blueprint for Building Quality Participation in Sport for Children, Youth, and Adults with a Disability. The resource is tailored to playground settings for all children and provides strategies for building quality participation in these play spaces. The research evidence supporting this Blueprint will be presented in an upcoming scientific paper: Odorico, N., James, M., Millar, C., Sottile, A., Naqvi, Z., Leo, J., Latimer-Cheung, A.E., & Arbour-Nicitopoulos, K.P. (Forthcoming). Investigating strategies to foster quality participation on playgrounds for play programmers and caregivers of children with disabilities.

This Blueprint also used data from:

Shirazipour, C., Luna, B., Ross, T., Leo, J., Buliung, R., Latimer-Cheung, A.E., & Arbour-Nicitopoulos, K.P. (2023). Building inclusion into play: Experiences of children with and without disabilities at inclusive playgrounds.

Brown, D., Ross, T., Leo, J., Buliung, R., Shirazipour, C., Latimer-Cheung, A.E., & Arbour-Nicitopoulos, K.P. (2021). A scoping review of evidence-informed recommendations for designing inclusive playgrounds.

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WEBSITE

This Blueprint is available online at www.cdpp.ca

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Target Audience

This Blueprint is intended to be used by caregivers with their children, regardless of the child's ability. Historically, the responsibility of facilitating disability inclusion has been placed on the caregivers of children with disabilities. However, we ALL have a role to play in educating ourselves and our children about disability inclusion and promoting inclusion in play. A great starting point involves focusing on education and awareness on community playgrounds!

Playgrounds are often a first space where children have the opportunity to play together. Consequently, it is important that all children have opportunities to engage in playground play. To make these play opportunity possible, we encourage all caregivers to take a look through this Blueprint and learn about ways to promote quality participation on playgrounds for all children.

We have used the term caregiver to include anyone who brings a child to the playground and may benefit from the strategies in this Blueprint- this could be a parent, grandparent, respite worker, babysitter, or older sibling.



How do I use this Blueprint?

This Blueprint contains strategies and corresponding examples that can assist caregivers in offering opportunities for quality participation in play for all children, especially those with disabilities on playgrounds. Not every strategy presented may be applicable for your child and not every strategy has to be fulfilled for quality participation to be achieved. Choosing the “right” strategies depends on your child, their needs and interests, and the different resources (e.g., equipment) that you have access to.

As you read through this Blueprint, we encourage you to consider the following:

- 1 What does quality participation in play mean to you and your child?
- 2 What are your priorities and goals for your child?
- 3 What strategies might work best to achieve the play priorities and goals of your child?

In creating this Blueprint, we recognize that facilitating quality participation on playgrounds involves two main considerations: 1) **selecting a playground** and 2) the activities you and your child engage in when **on the playground**. Each strategy includes examples of how they can be considered when you are selecting a playground to go to and how to implement the specific strategies while on the playground.

Within this Blueprint we list different strategies for supporting quality participation. The strategies and examples listed are not an extensive list but rather a starting point for supporting quality participation on playgrounds. Listed below are words commonly used throughout this Blueprint to describe different levels of engagement that you can provide when implementing these strategies with your child:

Practice Tips!

Provide → make available

Encourage → stimulate development

Support → give assistance

Promote → further progression

Facilitate → making something possible

Model → use yourself as an example

Tip: We bolded words throughout the Blueprint that are further defined in the glossary!

Now you're ready to flip through the pages and start creating quality participation!

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Why Playgrounds?

Playgrounds are a unique space for all children to engage in play. Playground play offers many health benefits for children including improvements in physical, mental, social and emotional development. Examples of these health benefits include:



Physical

- Healthy growth and development
- Improved cardiovascular health
- Decreased risk of obesity and diabetes
- Development and refinement of fine and gross motor skills



Social

- Respect for others
- Opportunities for social interaction
- Collaborative and negotiating skills
- Verbal communication skills
- Non-verbal communication (e.g., facial expressions or gestures)



Mental

- Capacity to learn
- Creativity
- Language comprehension
- Sense of well-being



Emotional

- Independence
- Self-esteem
- Conflict resolution
- Moral understanding
- Emotion regulation

Children with disabilities oftentimes have unequal access and opportunities to engage in playground play. A lack of play experiences can result in fewer opportunities for physical, mental, social, and emotional development and growth.

What Makes a Playground Inclusive?

Inclusive playgrounds provide all children with equitable opportunities to access and meaningfully participate in play. They are designed to ensure the physical structures within the playground, along with the playground's social and surrounding environment, meet the needs of all individuals.

Inclusive playgrounds are especially important for families of children with disabilities. They may be a first step towards increasing disability awareness and advocacy for accessible spaces for all abilities within the community.

Design Elements of an Inclusive Playground



1. **Entry points** - wide, flat, and firm pathways
2. **Surfacing and paths** - firm base and ramping between structures
3. **Features to foster inclusive play** - play equipment for all children (e.g., sensory, motor)
4. **Staffing/ supervision** - inclusive programming is offered
5. **Design process** - involves all types of users in the planning and building

To see all 13 recommendations for designing inclusive playgrounds, check out this [link](#).

Building for Inclusion

While playgrounds should be spaces where all children are able to meaningfully play, we recognize that many existing playgrounds are not physically or socially accessible and inclusive to children with disabilities. This Blueprint provides strategies to facilitate **quality participation** on all types of playgrounds (learn more about quality participation on page 4).

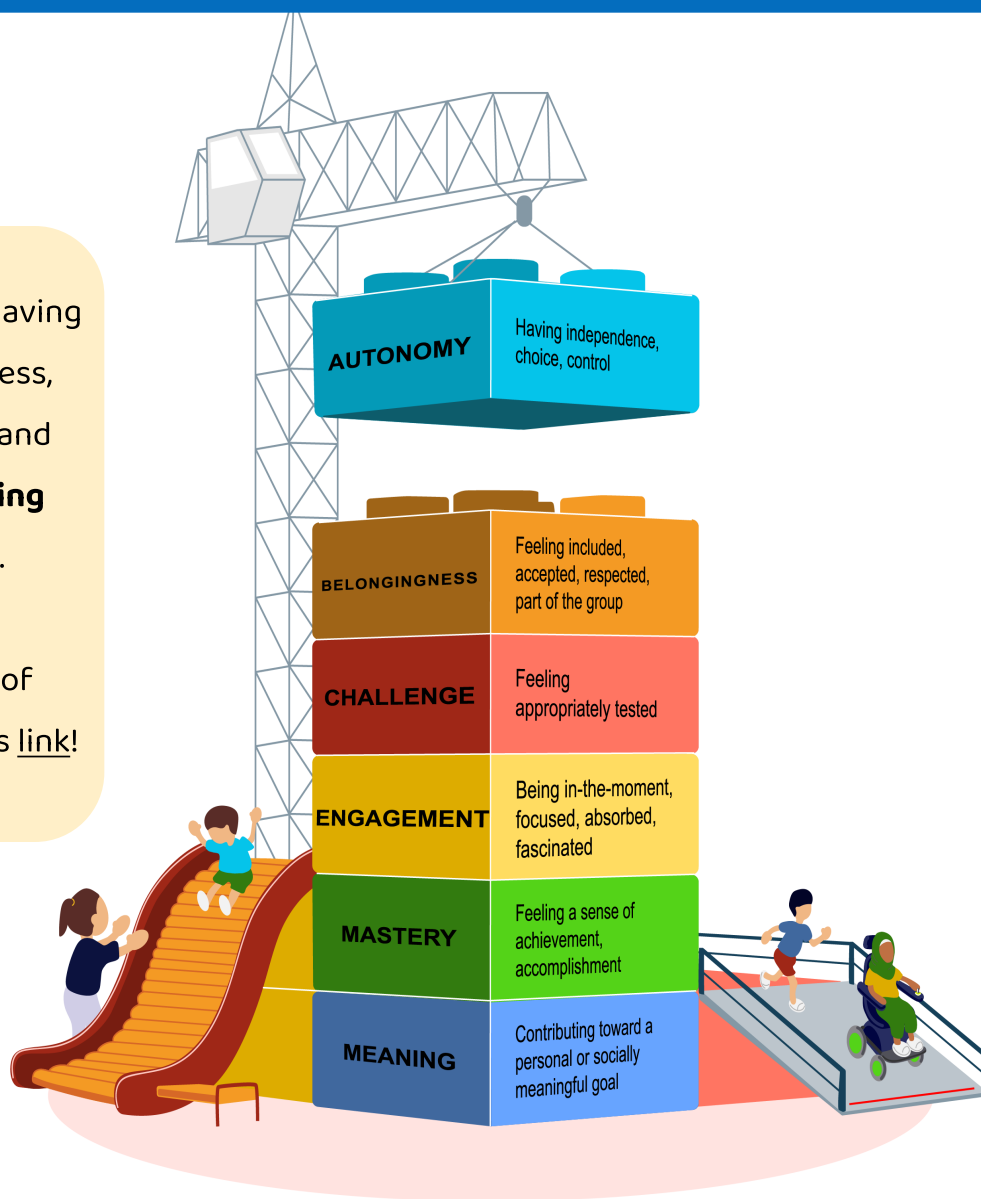
What is Quality Participation?

Definition

Quality participation is a child's perception that their participation during play, whether through free play or a planned activity, has been satisfying, enjoyable and resulted in the achievement of meaningful outcomes. Quality participation is an evidence-based framework situated within disability research that aims to improve the quality of physical activity experiences for persons experiencing disability. However, all children can benefit from engaging in quality play experiences.

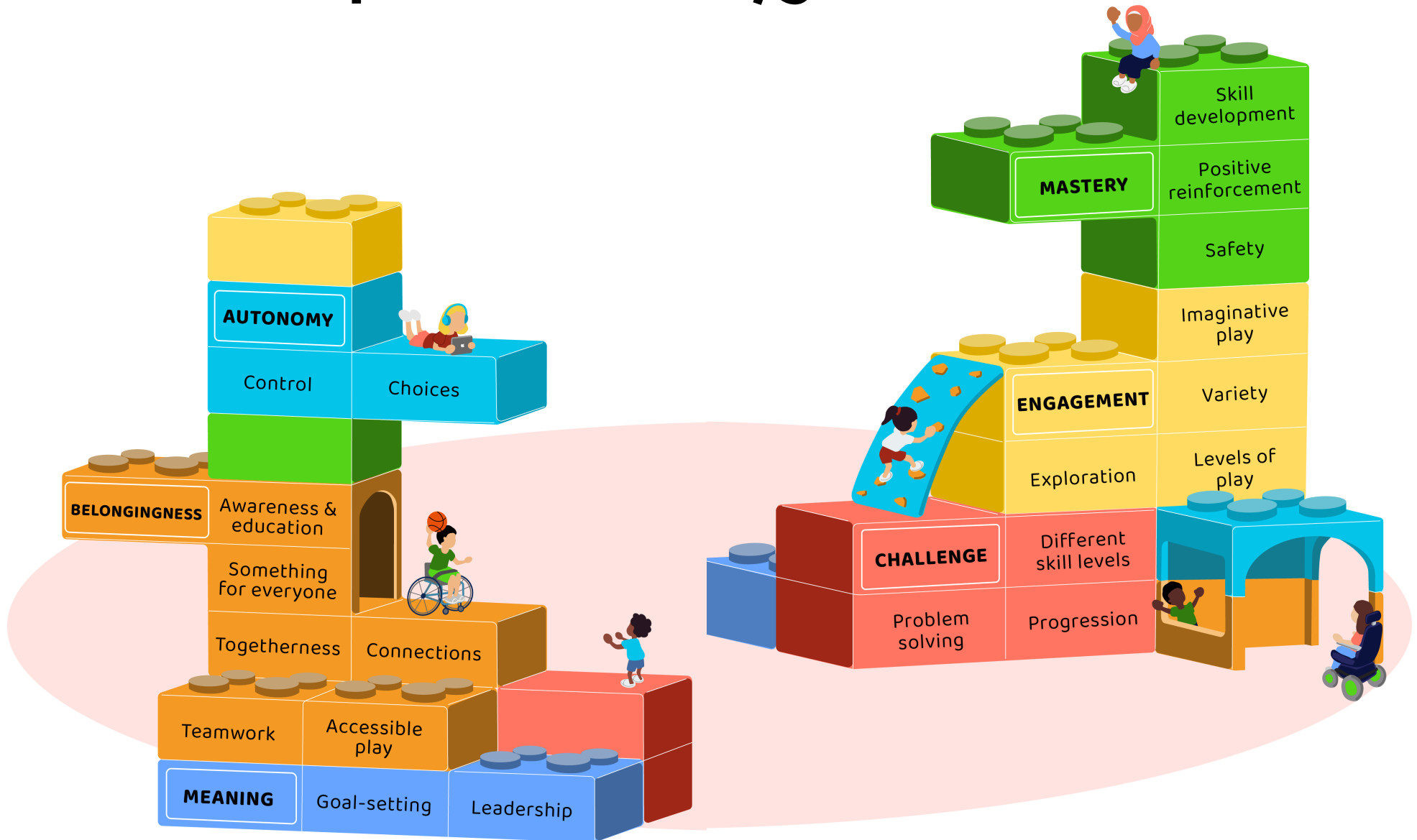
Quality Participation is a result of having a sense of autonomy, belongingness, challenge, engagement, mastery and meaning. We call these the **building blocks** to quality participation.

For a more detailed description of Quality Participation, check out this [link](#)!



The strategies explained in this Blueprint can be incorporated to foster one or more of the six building blocks and, ultimately, support quality participation in play for all children!

The Strategies to Facilitate Quality Participation on Playgrounds



Autonomy

Having independence, choice, and control

Strategy: Control

Have opportunities for children to feel in control

Selecting a playground

- Choose a playground with pathways and spaces that allow your child to move freely on and around the playground.
- Ask your child to select which playground they like to play at the most and **provide** opportunities to try different playgrounds; to find which they are most comfortable on.

On the playground

- Ensure pathways and spaces are clear to allow all children to move freely on and around the playground.
- Allow your child to direct their level of engagement in the play.
- When appropriate, provide your child with the opportunity to play as unsupported as possible. For example, make it clear to your child that you will be watching and excited to see what they can do!
- Ask your child which part of the playground they want to play on.
- Gauge or ask your child which part of an activity they enjoy the most so more time can be spent on activities they enjoy.

Also helps fulfill

☒ Engagement



Autonomy

Having independence, choice, and control

Strategy: Choices

Offer choices so that children can choose their level of play

Selecting a playground

- Have your child choose which playground they want to play at.
- Choose playgrounds that offer high and low social interaction opportunities (e.g., has a main playground area and side structures, benches).
- Ensure playgrounds also have open surrounding space to play.

On the playground

- Have your child choose or have input in their level of play, meaning they can explore activities that align with their interests and abilities.
- Have your child choose or have input in their level of assistance that is provided.
- Have your child explore the entire playground and then choose where they want to spend the most time playing.
- Provide your child with choices between what types of play structure and spaces they want to use. Providing two choices ("this or that") can be a particularly helpful strategy to use at a busy playground. For example, ask your child if they want to start with the swings or the climbing structure.
- Bring 2-3 toys for children to play with on the playground to increase play opportunities and **encourage imaginative play**. For example, if your child enjoys playing with a toy car, the playground can become a racetrack.
- Encourage your child to try new play structures/spaces to increase the variety of their movements (e.g., for a game say, "let's see how many new play structures we can try today!").
- Encourage your child to try a variety of activities to improve awareness of what your child can do on and around the playground.

Also helps fulfill



Engagement



Belongingness

Feeling part of a group, included, accepted, and/or respected by others

Strategy: Connections

Encourage children to create personal connections with others

Selecting a Playground

- Select playgrounds that have inclusive play elements (e.g., sign language panels, braille) so that your child can feel connected to and more comfortable on the playground.

On the Playground

- If comfortable, speak with other caregivers at the playground about inclusive play/how to play with your child.
- Encourage your child to connect with children who have similar interests at the playground (e.g., both enjoy the swings or the musical instruments).

Also helps fulfill



Engagement



Belongingness

Feeling part of a group, included, accepted, and/or respected by others

Strategy: Awareness and Education

Integrating awareness of and education on accessibility and inclusion within the playground

Selecting a playground

- Choose playgrounds that have signage or instructions to educate your child on how to use the play structures and spaces and why they can be helpful in improving play for all children (e.g., signage explaining sensory opportunities in the playground and their purpose).
- Choose playgrounds that have accessible playground features such as braille or sign language for children's use and to raise awareness, through conversations with your child, of the inclusivity of the space.

On the playground

- **Facilitate** conversations that improve awareness for play structures and spaces that are designed for all children. For example, on your way to the playground explain the importance of braille and for whom it may **support** in play.
- **Encourage** your child to play in spaces where all children can access to improve opportunities for children to play together and raise awareness of the inclusivity of those spaces (e.g., sensory panels, ramped play structures, accessible swings).
- **Model** inclusive language, and how to talk to other children. For example, saying "move" instead of "walk" when cueing movement on the playground.
- Encourage your child to play with children of all abilities. Remind them of different ways that children can communicate with one another (e.g., verbally, use of iPads and other communicative assistive technology).
- If comfortable, talk to other caregivers/children about how to best play/engage with your child.

Also helps fulfill



Engagement



Meaning



Belongingness

Feeling part of a group, included, accepted, and/or respected by others

Strategy: Togetherness

Encourage children to play together, regardless of abilities

Selecting a playground

- Choose playgrounds that have opportunities for all children to play together so that your child feels a part of the group (consider structure size, accessibility, level of challenge, etc.).

On the playground

- Encourage your child to play in groups- large or small.
- Support and guide your child in their peer-to-peer interactions when needed (e.g., communication, initiating play, entry to play, making friends).
- Remind your child to ask all children if they want to play together.
- Encourage your child to make playground friends (e.g., consider suggesting group activities or coordinating with other families in your community to go to the playground at the same time).
- Create group activities that encourage playing cooperatively together (e.g., duck duck goose, obstacle course, Simon Says).
- Ensure your child is mindful of all children and keep these games open for everyone to engage in (e.g., asking any child that passes by to join in!).

Also helps fulfill

☒ Engagement



Belongingness

Feeling part of a group, included, accepted, and/or respected by others

Strategy: Something for Everyone

Have equipment and activities for every child to be engaged

Selecting a playground

- Choose playgrounds that have opportunities for all children to engage in meaningful play.

On the playground

- Encourage your child to try new things and find play spaces and activities that they enjoy.
- Allow your child to explore freely so that they can find spaces that they enjoy interacting with. Ask your child what looks interesting to them to spark their curiosity.
- Make suggestions on where/how your child can interact on/with the playground. For example, you can suggest they venture into areas of the play space using different means (e.g., a ramp, if available, versus the stairs).

Also helps fulfill



Strategy: Teamwork

Promote teamwork on and around the playground

On the Playground

- Encourage your child to work with other children to achieve goals. For example, if your child and a peer are working on navigating an obstacle course, suggest they strategize or try out ways to complete stations together.

Also helps fulfill



Engagement



Meaning

Belongingness

Feeling part of a group, included, accepted, and/or respected by others

Strategy: Accessible Play

Provide accessibility to support safe play on the playground

Selecting a playground

- Choose playgrounds that have multiple means of entering so all children are able to meaningfully and safely play (e.g., ramp, stairs, etc.).
- Choose playgrounds that have support features such as railings and/or wide walkways to allow support for movement and allow for **risky play** (e.g., controlled falls, moving through leveled platforms and heights, and moving at fast speed).
- Choose playgrounds with a solid surface to allow for easy and safe access to enter the play space for all children.
- Choose playgrounds that have instructions explaining their features so that all children understand how to use (and share!) the equipment.

On the playground

- **Provide** support structures/physical support where needed to allow for safe autonomous play. For example, if your child needs support walking up the stairs, ask if they need a hand to stabilize them or ensure they have their mobility aid.
- If instructions are not available, consider creating your own way of using the equipment that is safe for your child (e.g., climbing up versus down a pole).

Also helps fulfill



Engagement



Challenge

Feeling appropriately tested

Strategy: Different Skill Levels

Offer a range of activities for different skill levels

Selecting a playground

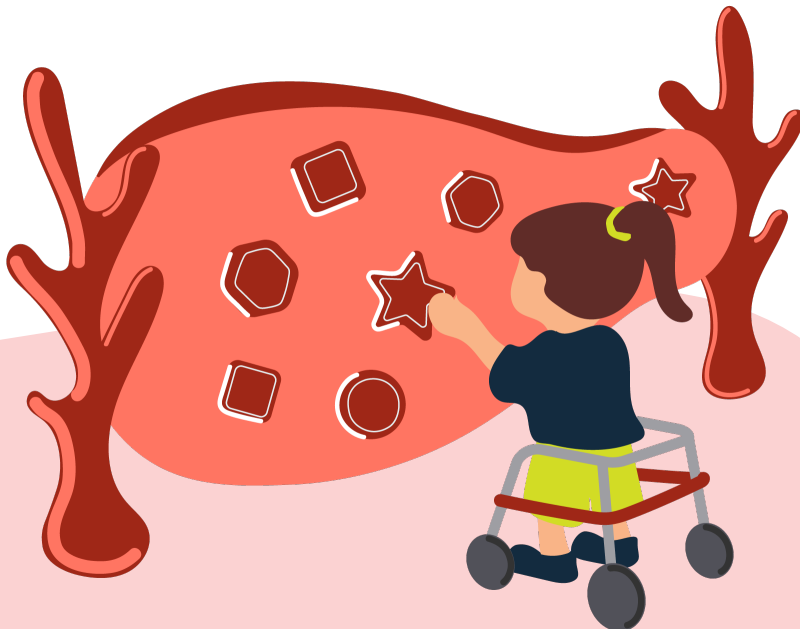
- Choose playgrounds that have a variety of play components in the playground (e.g., different types of swings, climbing structures, slides).
- Choose playgrounds with play structures and spaces that **provides** your child access to different heights/levels of play (e.g., ground level and higher climbing apparatus).
- Choose playgrounds that offer your child a variety of play structures and spaces to practice skill development (e.g., physical and social). For example, social skills can be developed by using play structures as an imaginary house.

On the playground

- **Encourage** your child to explore and practice a variety of different skills including large motor skills (e.g., jumping), cognitive skills (e.g., problem solving), and social-emotional skills (e.g., making friends).
- Encourage your child to challenge themselves and engage in **risky play**.
- **Support** your child when they are engaging in risky play or trying a new skill.

Also helps fulfill

☒ Mastery



Challenge

Feeling appropriately tested

Strategy: Progression

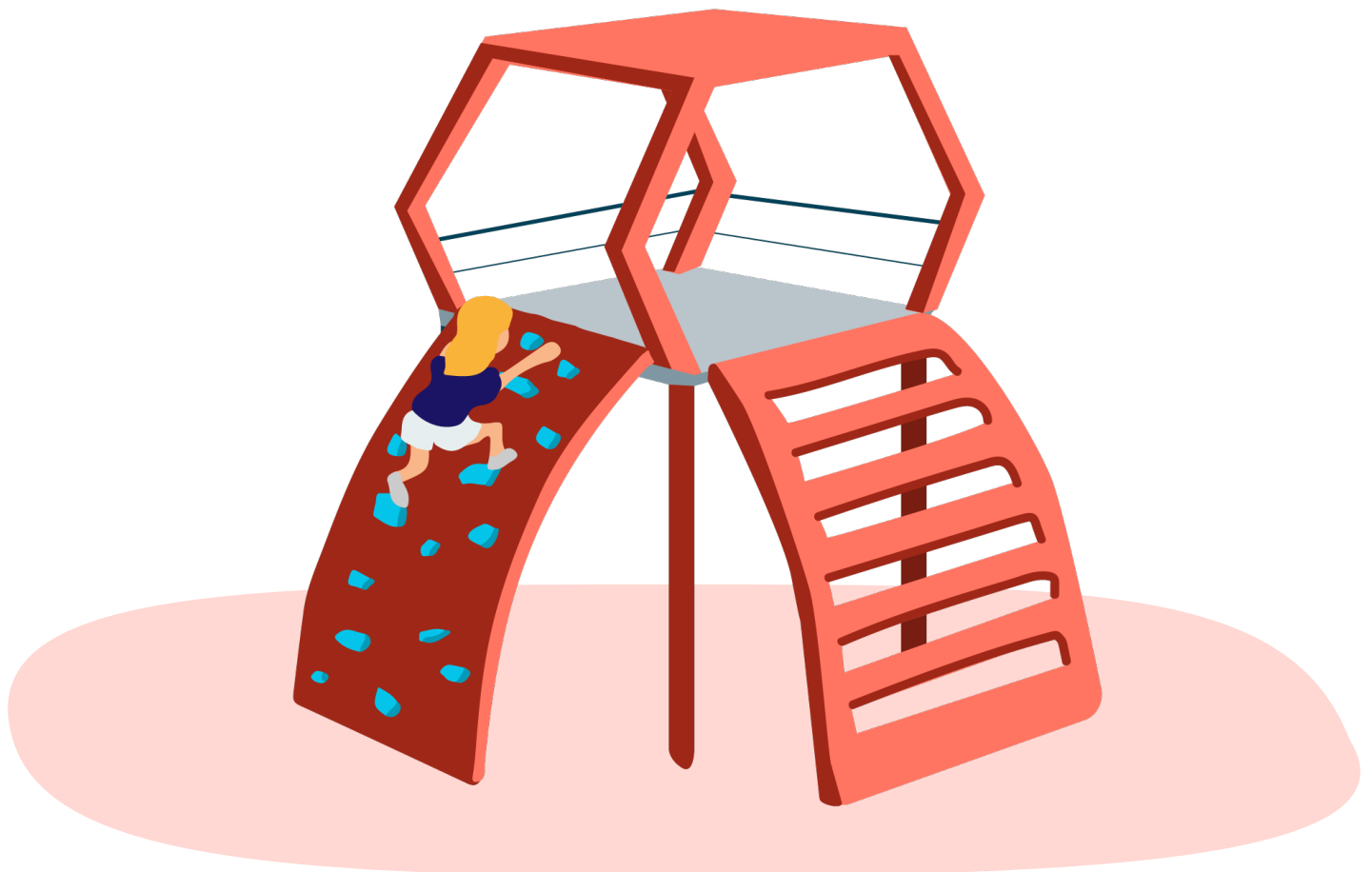
Allow for individual progression

Selecting a playground

- Choose playgrounds that offer a variety of opportunities to practice a skill. For example, choose playgrounds that offer different sized climbing structures so that as your child progresses with their climbing skills, they can move to more challenging spaces on the playground to climb.

On the playground

- Keep track of your child's skill level at the playground and encourage them to try taking their skills further. For example, you can say, "I noticed you are really good at climbing up the small ladder, why don't you try climbing something taller!"



Challenge

Feeling appropriately tested

Strategy: Problem Solving

Include aspects of problem solving on the playground

Selecting a playground

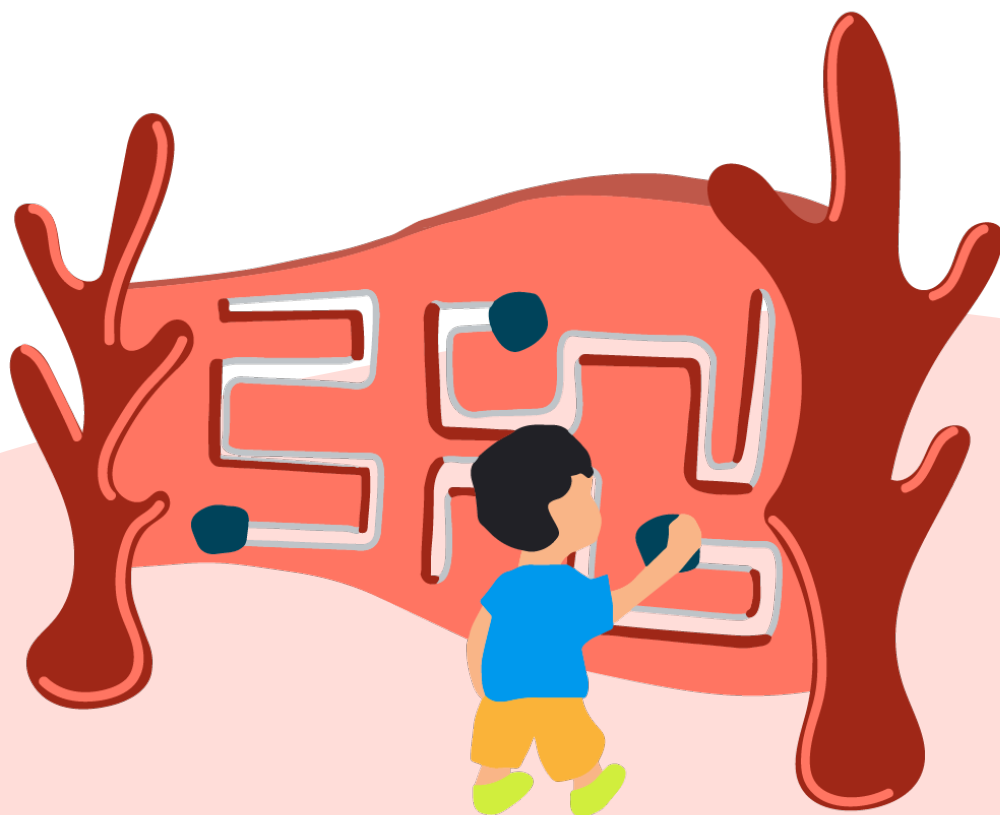
- Choose playgrounds spaces that include play components to support both physical and cognitive aspects of development. For example, choose playgrounds that have interactive panels/signage for additional games (e.g., seek-and-find, mazes).

On the playground

- Bring in **loose parts play** to challenge your child by integrating toys into play spaces. For example, sliding a ball down the slide and seeing how far it goes.
- Encourage your child to think creatively when trying to navigate the playground. For example, find multiple routes or use different movement types to get across the playground (e.g., crawling, rolling, sliding, climbing).
- Create fun activity challenges with your child using the play components available on the playground.
- Encourage your child to create fun games to play with other children (e.g., a game where you can explore different ways to move across the monkey bars).

Also helps fulfill

☒ Engagement



Engagement

Feeling focused, in-the-moment, and absorbed; experiencing flow

Strategy: Imaginative Play

Include opportunities for imaginative play on the playground

Selecting a playground

- Choose playgrounds that include play components shaped in recognizable designs that allow for creative and imaginative pursuits (e.g., pirate ships, playhouses).

On the playground

- **Encourage** creativity in how play structures and spaces can be used in different or unconventional ways (e.g., climbing up the slide).
- Bring recognizable, versatile objects to the playground to be used creatively (e.g., pots and pans).
- Incorporate **loose parts** or musical instruments into play (bring them in if the playground does not have these).
- Encourage your child to imagine the playground as different spaces such as a jungle, outer space, etc., and navigate the playground accordingly.

Also helps fulfill



Meaning



Engagement

Feeling focused, in-the-moment, and absorbed; experiencing flow

Strategy: Variety

Offer a variety of play opportunities to engage different interests and needs

Selecting a playground

- Choose playgrounds that have an assortment of play structures (e.g., climbing vs. swings vs. slides vs. open space).
- Choose playgrounds that offer various sensory experiences such as motion structures, bright colours, music, and a dome shelter.
- Choose playgrounds that have options for your child to engage in different activities and types of play.

On the playground

- Consider visiting different playgrounds in your area to give your child more variety in their play experiences and to meet new people.
- Explain and **model** to your child how to engage with all components of the playground, so that they can engage in a variety of plays. Try saying "what do you think is over there? Let's go check it out!".
- Encourage your child to learn from other children using specific play structures to promote learning from their peers. For example, if another child is on a piece of equipment that your child is interested in, suggest that they watch how the other child uses it.
- Bring sensory activities if the playground lacks sensory engagement (e.g., musical instruments, sensory toys).
- Have new activities specific to playground play to increase engagement (e.g., the game "Grounders").
- Encourage your child to interact with new parts of the playground.
- Ask your child if they have ideas to make activities more interesting or fun.

Engagement

Feeling focused, in-the-moment, and absorbed; experiencing flow

Strategy: Levels of Play

Allow for different levels of engagement with others

Selecting a playground

- Choose playgrounds that include features that allow for different types of play (e.g., **interactive play, solitary play, imaginative play**).
- Choose playgrounds that **provide** opportunities for socialization and group play (e.g., structures and spaces that allow for several children to play together).
- Choose spaces where you can participate with your child (e.g., larger platforms, wider entrances).

On the playground

- Allow your child to decide how much they want to engage with others and **support** their preferred level of engagement (e.g., actively join in, observe from the sidelines, or enjoy parallel play alongside others).
- Teach your child how to use play structures and spaces so they can feel more comfortable engaging alongside or with others.
- Encourage your child to play with others at the playground. For example, if you notice other children on your child's favourite play structures, suggest that they may have common interests and want to play together.
- Play with/alongside your child(s) if they do not feel comfortable playing with others yet.



Engagement

Feeling focused, in-the-moment, and absorbed; experiencing flow

Strategy: Exploration

Allow for exploration on the playground

Selecting a playground

- Choose a playground that has a variety of playground structures and spaces for your child to access so that they have options for what they want to do and how they want to play. Apps such as Playground Buddy are available to assist parents in locating nearby playgrounds!
- Try different playgrounds in the community to allow children to explore different playground spaces, attempt new skills, and refine skills in a variety of settings.
- Choose playgrounds that **promote** exploration through activities such as scavenger hunts.
- Look for play structures such as climbing and hanging, different types of slides, swings, and a sandbox.
- Choose playgrounds that allow your child to freely explore the play space (there are no access barriers). For example, if a child is not able to climb a ladder, select playgrounds that allow children to enter through stairs or ramps, instead of ladders.

On the playground

- Encourage your child to try new play structures to increase the variety of their movements.
- Allow your child time to explore the playground and decide which activities they enjoy.
- Help to **facilitate** exploration by showing your child around the playground and, when applicable, showing children which play structures and spaces are accessible and how to use them.
- Encourage your child to explore new spaces on and around the playground. This may take multiple visits depending on the size of the playground and the number of people at the playground.
- Ensure variety in the types of play activities for your child to engage with. This variety can involve both **structured** (programmed session or create an obstacle course using the play structures) and **unstructured play** (free play). To foster a more inclusive play environment, invite other children to join in on the fun!
- Suggest that your child try using playground spaces in different ways. For example, encourage them to try climbing up the slide instead of sliding down it, or climbing across the top of the monkey bars instead of swinging from them.

Also helps fulfill



Meaning

Mastery

Experiencing achievement, competence; having a sense of accomplishment

Strategy: Skill Development

Provide opportunities for skill development and refinement of old skills

Selecting a playground

- Choose playgrounds that **provide** different levels of challenge with respect to play structures and spaces (e.g., climbing structures of different heights) and varying opportunities to develop different types of skills.
- Select playgrounds where your child can practice skills (there are no access barriers) and can work toward skill development on the playground.

On the playground

- **Encourage** your child to try and practice a variety of different skills including large motor skills (e.g., jumping), cognitive skills (e.g., problem solving), and social-emotional skills (e.g., making friends) and provide positive reinforcement while they are trying these activities/skills.
- **Support** your child when they are learning a new skill or trying out a new play structure or space. You may need to guide them or assist them on the structure for the first few times until they are comfortable.
- Encourage your child to cheer on friends/other children when they try a new activity or complete an activity/skill they have been working on.
- Give one or two options/choices for activities so that your child can choose which activity they are more comfortable with or more interested in.
- Encourage your child to challenge themselves and engage in **risky play** (e.g., choosing a route that they are less comfortable with on the climbing wall).

Also helps fulfill

☒ Autonomy
 ☒ Belongingness
 ☒ Challenge
 ☒ Engagment
 ☒ Meaning

Mastery

Experiencing achievement, competence; having a sense of accomplishment

Strategy: Positive Reinforcement

Provide positive reinforcement when playing on or around the playground

On the playground

- Encourage and reward all attempts at skills, even if they are unsuccessful.
- Provide motivation to help your child try all skills at least once.
- Help instill a sense of confidence by providing frequent positive feedback to your child (e.g., try saying "you did a great job trying something new last time!").
- Help your child to challenge themselves and encourage perseverance or determined behaviours. For example, highlight examples of when your child overcame challenges at the playground.
- Give constructive feedback to help your child overcome obstacles. For example, if your child is trying to cross the balance beam, suggest making a change with how their arms are positioned (have arms out to the side) to help them successfully cross the balance beam.
- Use your child's preferred type of positive reinforcement. For example, if your child prefers high fives instead of social praise, then provide positive reinforcement by high fiving your child after they attempted or successfully complete a skill/activity.



Mastery

Experiencing achievement, competence; having a sense of accomplishment

Strategy: Safety

Ensure safe use of play structures and spaces

Selecting a Playground

- Choose playgrounds that have structures that are an appropriate height for play. Height should also be considered in relation to other playground features such as a soft ground and safety bars (e.g., ramps with gentle inclines, elevated platforms with railings for balance, low swings).
- Choose playgrounds that have wide walkways/open space to ensure room for error, allow freedom to move, and decrease risk of collisions.

On the Playground

- Encourage your child to participate in risky play, while guiding your child on making safe choices during their explorations on play structures and spaces. For example, allow your child to explore different routes on a climbing structure and provide guidance on their decision making.
- Be mindful of the size of the playground and limit activities that may increase collisions.
- Suggest playing on different play structures if you do not think your child is safe on the current structure.
- Support your child on play structures they may be hesitant to play on.



Meaning

Contributing toward obtaining a personal or socially meaningful goal; feeling a sense of responsibility to others

Strategy: Goal-setting

Promote goal-setting for play while on the playground

Selecting a Playground

- Look for playgrounds that include play structures and space for skill development in different play domains (e.g., motor, sensory, social).

On the Playground

- **Support** your child physically, socially, and emotionally so that they can create and achieve their own playground goals.
- Be intentional with your child's play on playgrounds and create formal and informal goals with your child (goals can be skill related, social, emotional, etc.).
- Create opportunities for skills to be repeated and practiced, to help your child reach their goals. For example, if they want to become better at climbing a play structure, set a goal to reach a specific platform height.
- Assist your child in setting individualized and attainable goals. Encouraging your child's abilities, interests, strengths to help support them in their play journey.
- Ask your child what their goals are for the playground and check-in with them to see if/how their playground goals are being met. You can try saying "what fun things are you looking forward to doing at the playground today?".



Meaning

Contributing toward obtaining a personal or socially meaningful goal; feeling a sense of responsibility to others

Strategy: Leadership

Promote leadership on and around the playground

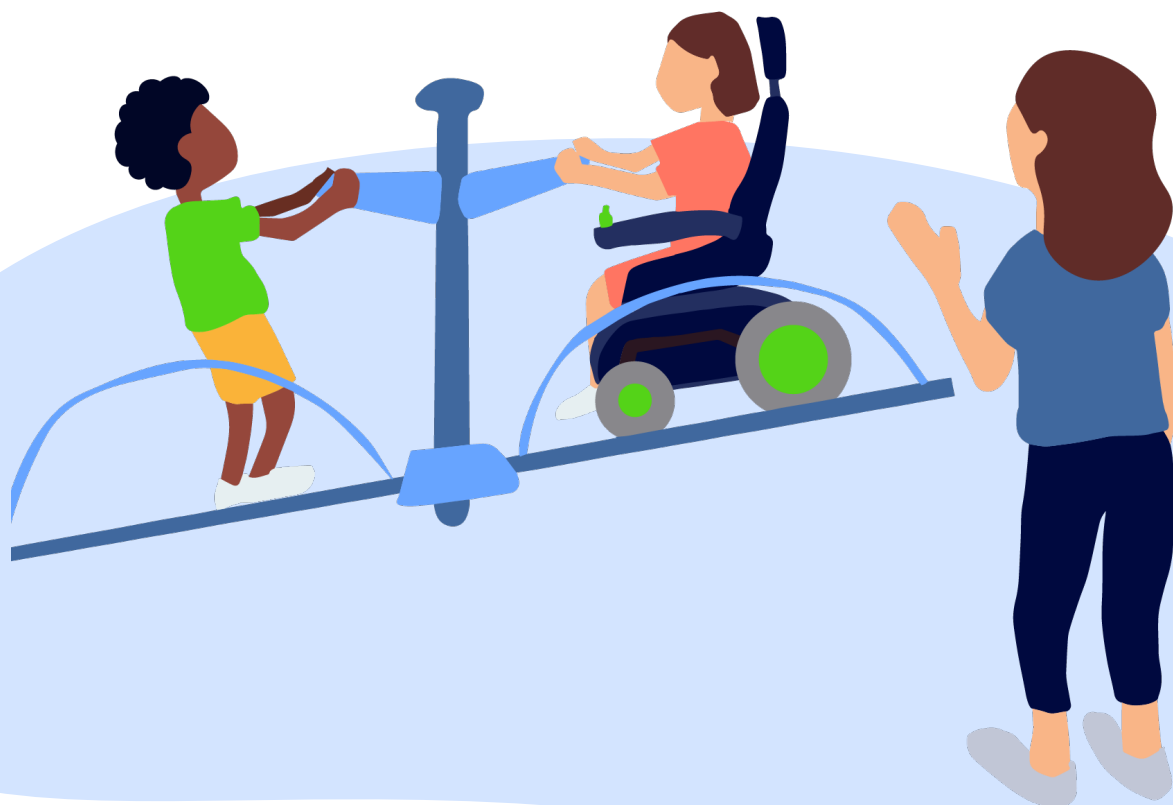
On the playground

- **Encourage** your child to try to take on a variety of roles/responsibilities on the playground such as teaching a other children how to play a game (e.g., the game "Grounders") or taking initiative to be "it" in a game of tag.
- Ask your child if they want to play with peers of different ages, to allow for creative ways to use the play structures and spaces.

Also helps fulfill



Engagement



Glossary

Building Blocks: Appraisals of the personal meaning and importance of physical activity participation that are made up of one or more of the following: a sense of autonomy, belongingness, challenge, enjoyment, mastery, and meaning. Each of the six building block holds varying weight across individuals and over time. Repeated and sustained exposure to the building blocks is postulated to contribute to quality participation.

Encourage: To stimulate development by giving verbal and/or non-verbal cues to a child so that they will do or continue to do an activity.

Facilitate: To make it possible or easier for children to engage in play activities.

Imaginative Play: A form of play that uses imagination to assign roles to inanimate objects or people, symbolizing objects, actions, or ideas (eg., a covered play space becomes an imaginary house).

Interactive play: A form of play where two or more children are playing in an activity-oriented way and mutually acknowledging the other(s). The children's actions are complementary with those of another/others, and/or the children are engaged in conversation about a common activity.

Loose Parts Play: A form of play that involves materials that can be used in many ways (eg., moved, taken apart, etc.), allowing children to experiment through play. There are no directions provided and materials can be used alone or combined with others, such as sticks or blocks.

Model: To use yourself as an example of how you want children to behave, engage, etc. in an activity or with an environment or person.

Promote: To further the progression of a child in an activity/with an environment through verbal and non-verbal cues.

Provide: To make yourself or resources available so that children can engage in play.

Glossary

Risky Play: A form of play that encourages a child's natural movement, where they are able to learn from new experiences as they navigate through uncertainty, unpredictability, and risk-taking. The "risks" in risky play can involve physical, social, and emotional dimensions (eg., using a new play structure or coping with losing a game).

Solitary Play: Instances where a child plays alone or independently, makes no reference to others and makes no effort to include other children in their play.

Structured Play: Structured play is when rules, guidelines, or an external authority figure incorporate organization that directs the purpose and outcome of play (eg., games such as tag and grounders or sport-related activities).

Support: To give children physical, verbal, emotional, or other forms of assistance as needed so that they can be successful in play.

Unstructured Play: Unstructured play is when there is no imposed outcome or purpose, and children may follow their own interests and ideas (eg., exploring places or imaginative games).

