

Risk in Play & Learning | UBUD-HÖÖR DECLARATION SEPTEMBER 2017



International School Grounds Alliance
www.internationalschoolgrounds.org

The International School Grounds Alliance (ISGA) is a global network of organizations and professionals working to enrich children's learning and play by improving the way school grounds are designed and used. The ISGA's Leadership Council convened in Oct. 2015 at the ARMA Museum in Ubud, Bali, Indonesia following our 4th international conference and in Sept. 2016 at Åkersberg in Höör, Sweden, following our 5th international conference.

Below is a list of ISGA Leadership Council members and organizations who support and share the conviction that beneficial risk-taking is essential in children's play and learning environments. These members represent 16 countries from Africa, Asia, Australia, Europe, North America and South America, and endorse the Ubud-Höör declaration as individuals or in their organizational capacity.

INDIVIDUAL LEADERSHIP COUNCIL MEMBERS:

Elizabeth Tolu Babalola Lagos, Nigeria	Delaine Eastin <i>Former California Superintendent of Public Instruction</i> Davis, USA	Sue Humphries Goring on Thames, Oxfordshire, UK	Tahereh Sheerazie Los Angeles, USA	Dr. Jan Van Boeckel Tallinn, Estonia
Susan Boyd Washington D.C., USA	Dr. Hoàng Thị Hà Thanh Hoa, Vietnam	Dr. Keitaro ITO Fukutsu-City, Japan	Biraj Shrestha Hetauda, Nepal	Sue Waite Plymouth, UK
		Dr. Ko SENDA Tokyo, Japan	Sam Ullery Washington D.C., USA	Dr. Ching-fen Yang Taipei, Taiwan

ORGANIZATIONAL LEADERSHIP COUNCIL MEMBERS:



RISK-TAKING OPPORTUNITIES are an essential component of a well-functioning school ground. Adults and institutions have a responsibility to use common sense in providing and allowing risk-taking activities for children and young people.

Risk is Essential for Health and Well-Being

IF YOU DON'T TAKE A STEP you will never learn to walk. Children and young people need to take risks in order to develop cognitive, social, physical and psychological competencies.

CHILDREN AND YOUNG PEOPLE of all abilities have an equal need and right to have opportunities to take risks and realize these benefits.

THIS IS SUPPORTED by the United Nations Convention on the Rights of the Child (Article 31, General Comment 17).

Learning through Experience

RISK-TAKING ALLOWS children and young people to learn vital lessons about themselves and their world. These are lessons that cannot be taught and can only be learned through experience. Caution, resilience, courage, knowledge about one's own abilities and limitations, and the self-confidence to reach beyond them are learned through self-chosen action.

SINCE THE WORLD IS FULL of risks, children need to learn to recognize and respond to them in order to protect themselves and to develop their own risk assessment capabilities.

Beneficial Risk

RESEARCH SHOWS that an indiscriminate 'risk-minimization' policy can be a source of harm, not benefit.

HURT CAN PROVIDE A POSITIVE experience. Children and young people learn by mistakes and therefore need opportunities to fail.

Call to Action: As Safe as Necessary

EDUCATORS ARE RESPONSIBLE for providing children and young people with opportunities to develop life competencies such as common sense, problem solving and confidence.

PARENTS AND ADULT FAMILY MEMBERS, school boards, administrators, legislators, legal authorities, and insurers should all devise policies and processes that permit schools to provide activities with beneficial levels of risk.

THOSE WHO PLAN, design, manage, supervise and maintain school environments should be encouraged to take benefits of risk into account.

SCHOOL GROUNDS should not be as safe as possible but as safe as necessary.

Risk in Play & Learning | UBUD-HÖÖR DECLARATION SEPTEMBER 2017 | REFERENCES

Risk Is Essential For Health and Well-Being

Baluja T., McGinn D. *Parental Fear Contributing to Sedentary Lifestyle of Canadian Children*: Report. [accessed on 29 May 2012]. Available online: <http://www.theglobeandmail.com/news/national/parental-fear-contributing-to-sedentary-lifestyle-of-canadian-childrenreport/article4217180/>

Brussoni M., Olsen L. *The perils of overprotective parenting: Fathers' perspectives explored*. Child. Care Health Dev. 2012 [PubMed]

Brussoni et al. *What is the relationship between risky outdoor play and health in children? A systematic review*. Int J Environ Res Public Health. In press.

Brussoni et al. *Risky play and children's safety: Balancing priorities for optimal child development*. Int J Environ Res Public Health 2012;9:3134-8.

Bundy A.C., Naughton G., Tranter P., Wyver S., Baur L., Schiller W., Bauman A., Engelen L., Ragen J., Luckett T., et al. *The Sydney Playground Project: Popping the bubblewrap—Unleashing the power of play: A cluster randomized controlled trial of a primary school playground-based intervention aiming to increase children's physical activity and social skills*. BMC Public Health. 2011 [PMC free article] [PubMed]

Bingley A, Milligan C. *Climbing trees and building dens: Mental health and well-being in young adults and the long-term experience of childhood play experience*. London, U.K.: Lancaster University, Institute for Health Research, 2004. Available at <http://escalate.ac.uk/downloads/4725.pdf>.

Fuselli P, Yanchar NL. *Preventing playground injuries*. Paediatr. Child Health 2012; 17:328.

Gill T. *No fear: growing up in a risk averse society*. London: Calouste Gulbenkian Foundation, 2007.

Gray P. *The decline of play and the rise of psychopathology in children and adolescents*. Am. J. Play. 2011;3:443-463.

Gray et al. *What is the relationship between outdoor time and physical activity, sedentary behaviour, and physical fitness in children? A systematic review*. Int J Environ Res Public Health. In press.

Lavrysen et al. *Risky-play at school. Facilitating risk perception and competence in young children*. Eur. Early Child. Educ 2015; (in press).

Sandseter et al. *Children's risky play from an evolutionary perspective: The anti-phobic effects of thrilling experiences*. Evol Psychol 2011;9:257-84.

Taylor A.F., Kuo F.E. *Is Contact with Nature Important for Healthy Child Development? State of the Evidence*. In: Spencer C., Blades M., editors. *Children and Their Environments*. Cambridge University Press; Cambridge, UK: 2006. pp. 124-140.

Smith, S.J. *Risk and our pedagogical relation to children on the playground and beyond*. State University of New York Press, 1998.

Learning through Experience

Becker et al. *Physical activity, self-regulation, and early academic achievement in preschool children*. Early Educ Dev 2014;25:56-70.

Bundy, A.C. et al *The risk is that there is 'no risk': a simple, innovative intervention to increase children's activity levels*. International Journal of Early Years Education, 2009, 17(1) 33-45

Christensen P., Mikkelsen M. R. *Jumping off and being careful: Children's strategies of risk management in everyday life*. Sociology of Health & Illness, 2008, 30, 112-130.

Eager D., Little H. *Risk Deficit Disorder*; Proceeding of IPWEA International Public Works Conference; Canberra, Australia. 21-24 August 2011.

Fjørtoft I. *The natural environment as a playground for children: The impact of outdoor play activities in pre-primary school children*. Early Child. Educ. J. 2001; 29:111-117. doi: 10.1023/A:1012576913074. [Cross Ref]

Guldberg H. *Reclaiming childhood: Freedom and play in an age of fear*. London, England: Routledge, 2009.

ITO, K., Sudo, T., & Fjørtoft, I. *Ecological design: collaborative landscape design with school children*. In: Children, Nature, Cities, (eds.) Ann Marie F. Murnaghan & Laura J. Shillington, UK, Routledge.

Jost, D., Yost, B., Mikus, S., & Ghilasi Gorveh, M. *Making Room for Risk in Play Environments and Play Standards*. Landscape Research Record, 2016, 5, 245-260.

Kellert, S. *Experiencing Nature: Affective, Cognitive, and Evaluative Development in Children*. In Kahn, P., Jr. & Kellert, S.. *Children and nature: Psychological, sociocultural, and evolutionary investigations*. Cambridge, MA, 2002, The MIT Press.

Kellert, S. *Birthingright: People and nature in the modern world*. New Haven, CT, 2012: Yale University Press.

Kochanowski L, Carr V. *Nature playscapes as contexts for fostering self-determination*. Child Youth Environ 2014;24(2):146-67.

Korpela et al. *Restorative experience, self-regulation, and children's special place preferences*. Environ Psychol 2002;22:387-98.

Lavrysen et al. *Risky-play at school. Facilitating risk perception and competence in young children*. Eur. Early Child. Educ 2015; (in press).

Lindon, J. *Too safe for their own good?: Helping children learn about risk and life skills*. The National Early Years Network, 1999.

McArdle et al. *Does a nurturing approach that uses an outdoor play environment build resilience in children from a challenging background?* Adventure Ed Outdoor Learn 2013; 13(3):238-54.

Morrongiello B.A. *Do children's intentions to risk take relate to actual risk taking?* Inj. Prev. 2004;10:62-64. doi: 10.1136/ip.2003.003624. [PMC free article] [PubMed] [Cross Ref]

New, R. S., Mardell, B., & Robinson, D. *Early childhood education as risky business: Going beyond what's 'safe' to discovering what's possible*. Early Childhood Research and Practice, 7 (2). 2005. Retrieved November 17, 2011 <http://ecrp.uiuc.edu/v7n2/new.html>

Pellegrini A.D. *The role of Play in Human Development*. Oxford University Press; Oxford, UK: 2009. Play: What is It? pp. 6-20.

Smith P.K. *Play: Types and Functions in Human Development*. In: Ellis B.J., Bjorklund D.F., editors. *Origins of the Social Mind: Evolutionary Psychology and Child Development*. Guilford Press; New York, NY, USA: 2005.

Beneficial Risk

Ball, D. *Playgrounds—risks, benefits and choices*, Contract Research Report No. 426/2002. Sudbury: HSE Books, 2002.

Ball, D., Gill, T. and Spiegel, B. *Managing risk in play provision: Implementation Guide*, London: Play England, 2008.

Children's Play Council, National Playing Fields Association & PLAYLINK. *Best Play: What play provision should do for children*. London: National Playing Fields Association, 2000.

Little, H. & Wyver, S. *Outdoor play: Does avoiding the risks reduce the benefits?* Australian Journal of Early Childhood, 33, 33-40. 2008. Retrieved 17th April 2014: http://www.earlychildhoodaustralia.org.au/australian_journal_of_early_childhood/ajec_index_abstracts/outdoor_play_does_avoiding_the_risks_reduce_the_benefits.html

Little, H., Wyver, S. & Gibson, F. *The influence of play context and adult attitudes on young children's physical risk-taking during outdoor play*. European Early Childhood Education Research Journal, 19, 113-131, 2011.

Moore, R. *Nature Play & Learning Places. reating and managing places where children engage with nature*. Raleigh, NC: Natural Learning Initiative and Reston, VA: National Wildlife Federation, Version 1.4, 2014.

New, R. S., Mardell, B. & Robinson, D. *Early childhood education as risky business: Going beyond what's 'safe' to discovering what's possible*. Early Childhood Research and Practice, 7(2). Retrieved 18th April 2014 from <http://ecrp.uiuc.edu/v7n2/new.html>, 2005.

Ostubo, R. and Senda, K. *A discussion on needs for research on benefits of risk on children's playgrounds in Japan*. Journal of Assoc. for Children's Environment, Vol. 1, No.2. pp52-55, 2005.

Ostubo, R., Endo, M., Kawakami, M., Senda, K., Nakatsu, H., Maruyama, T., Yatogo, T., and Senda, M. *Research on risk benefits on children's play area*. Journal of Association for Children's Environment, Vol. 7, No.1. pp88-91, 2011.

Sandseter, E. B. H. *Categorizing risky play – How can we identify risk-taking in children's play?* European Early Child Education Research Journal, 15(2), 237-252. 2007. Retrieved 17th April 2014 from <http://www.tandfonline.com/doi/full/10.1080/13502930701321733#.UygSNM6YcRA>.

Sandseter, E. B. H. *Affordances for risky play in preschool: The importance of features in the play environment*. Early Childhood Education Journal, 36, 439-446, 2009a.

Sandseter, E. B. H. *Risky Play and Risk Management in Norwegian Preschools – A Qualitative Observational Study*. Safety Science Monitor, 1(13), 1-12, 2009b.

Sandseter, E.B.H. *Children's risky play in Early Childhood Education and Care*. ChildLinks. Children's Risky Play, 3, 2-6. 2011. Retrieved 18th April 2014 from <http://www.barnardos.ie/resources-advice/publications/free-publications/childlinks-issue-3-2011-childrens-risky-play.html>

Solomon, Susan G. *The Science of Play*. United States of America: University Press of New England, 2014.

Susa, A. M. & Benedict, J. O. *The effects of playground design on pretend play and divergent thinking*, Environment and Behavior, 26 (4), 560-579, 1994. In: Ball, Playgrounds: risks, benefits and choices. 2002.

Tovey, H. *Playing on the Edge: Perceptions of Risk and Danger in Outdoor Play*. In P. Broadhead, J.

Howard & E. Wood (eds) *Play and Learning in the Early Years (79-94)* 2010. London: Sage.

Tovey, H. *Achieving the balance: Challenge, risk and safety*. In J. White (ed), *Outdoor Provision in the Early Years (86-94)*, 2011. London: Sage.

Valentine G. "Oh yes I can" "Oh no you can't": Children and parents' understandings of kids' competence to negotiate public space safely. Antipode. 1997;29:65-89.