



Place Standard Tools for Children and Young People



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Play Scotland

Play Scotland works to promote the importance of play for all children and young people, and campaigns to create increased play opportunities in the community.

- **Free membership**
- **Resources to download**
- **Regular newsletter**



email info@playscotland.org for membership form
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APiC is on a mission to promote and conceive Inclusive Child-Friendly Environments through practice-based Research, Advocacy and Action.

Our team represents the cutting-edge of theory, research and participatory practice, and Underpinned by the UN Convention on the Rights of the Child (UNCRC), we place children at the heart of everything we do.





Why is play and getting outdoors important?

The less children play outdoors, the less they learn to cope with the risks and challenges they will go on to face as adults.

Tanya Byron

Children in Britain spend just 16 minutes a day playing or exploring in parks and other open spaces.

Research Office for National Statistics January 2018

Physical activity has very low risks for most children and young people; the risk of poor health from inactivity is very high.

Chief Medical Officers - Start Active, Stay Active Report



Play, place and poverty

Statutory duty for play in Wales is part of their anti-poverty legislation

“High quality play opportunities for all children may contribute to mitigating the negative effects of poverty on children’s lives and help to build their resilience.

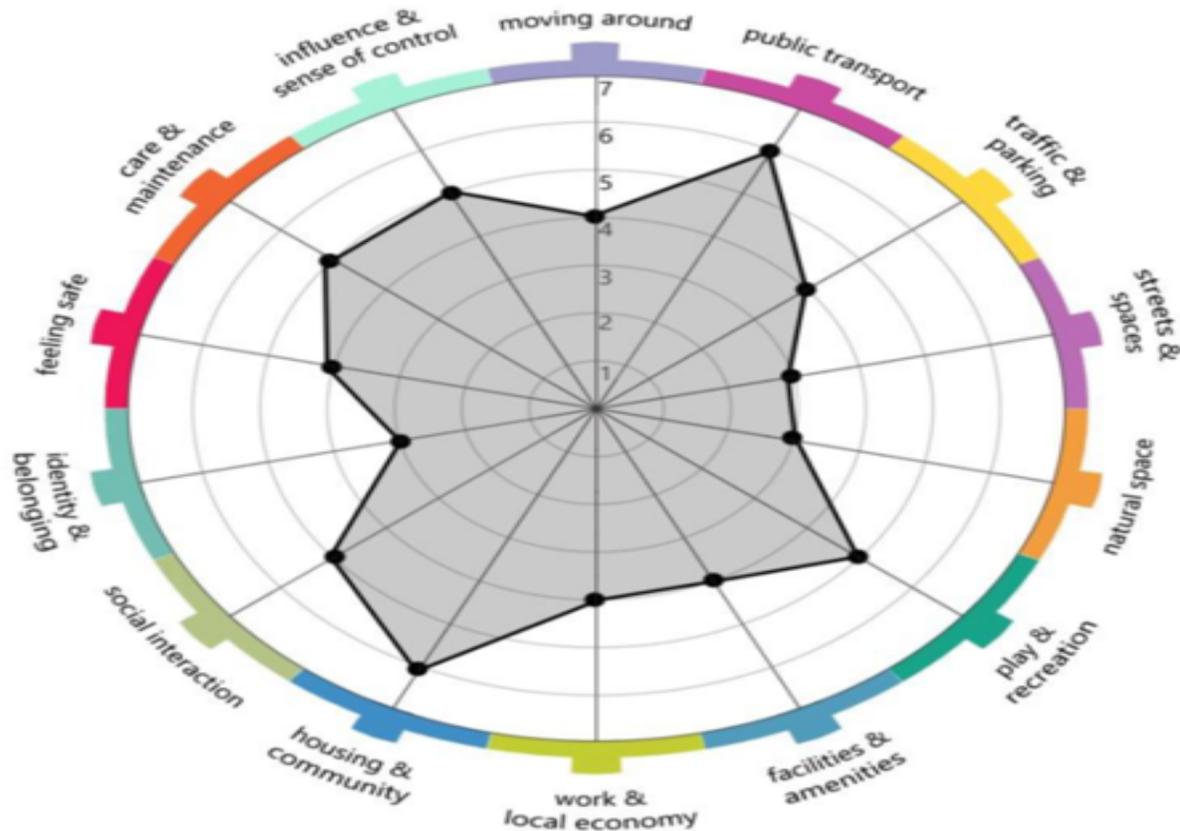
Play can also be a means of reducing inequalities between children living in families that can afford costly recreational provision and those who cannot do so reducing poverty of experience for all children.”

Every child, every chance: tackling child poverty

Scotland's Poverty and Inequality Commission said that while the Delivery Plan needed to focus on work and earnings, costs of living and social security, it shouldn't ignore other issues that could help families in poverty now.

They specifically mentioned *“quality of life... and working to ensure that children's home and community environments are safe and nurturing, and help all children to fulfil their potential.”*
(Scotland's Child Poverty delivery plan)

The Place Standard - the core tool



When is it used?

The Place Standard tool can evaluate either:

- existing places
- places that are changing
- or new places that are being planned.

The tool helps different groups to identify their needs.

Why do we need new Tools?



Development of Tools for Children and Young People



The Scottish Government (on behalf of the Place Standard Implementation Partnership) has commissioned Play Scotland (lead partner) and A Place in Childhood to develop versions of the Place Standard Tool for children and young people:

- Two Tools with guidance
- 0 - 25 - covering full age range
- Compatibility with core Tool



Process

- Evidence, policy and practice review - Children, place, and the Place Standard Tool
- **Engagement with children and young people across Scotland, as equal partners, to co-produce a pilot tool**
- Engagement with children and young people to test the pilot tool
- Formulation of final tool and associated guidance.

Creating the Pilot

- **Children's Tool:** broadly 0-12
- **Young People's Tool:** broadly 13-18, to be tested with 18-25 age group through pilot.

83 children and young people have so far been engaged from the following groups:

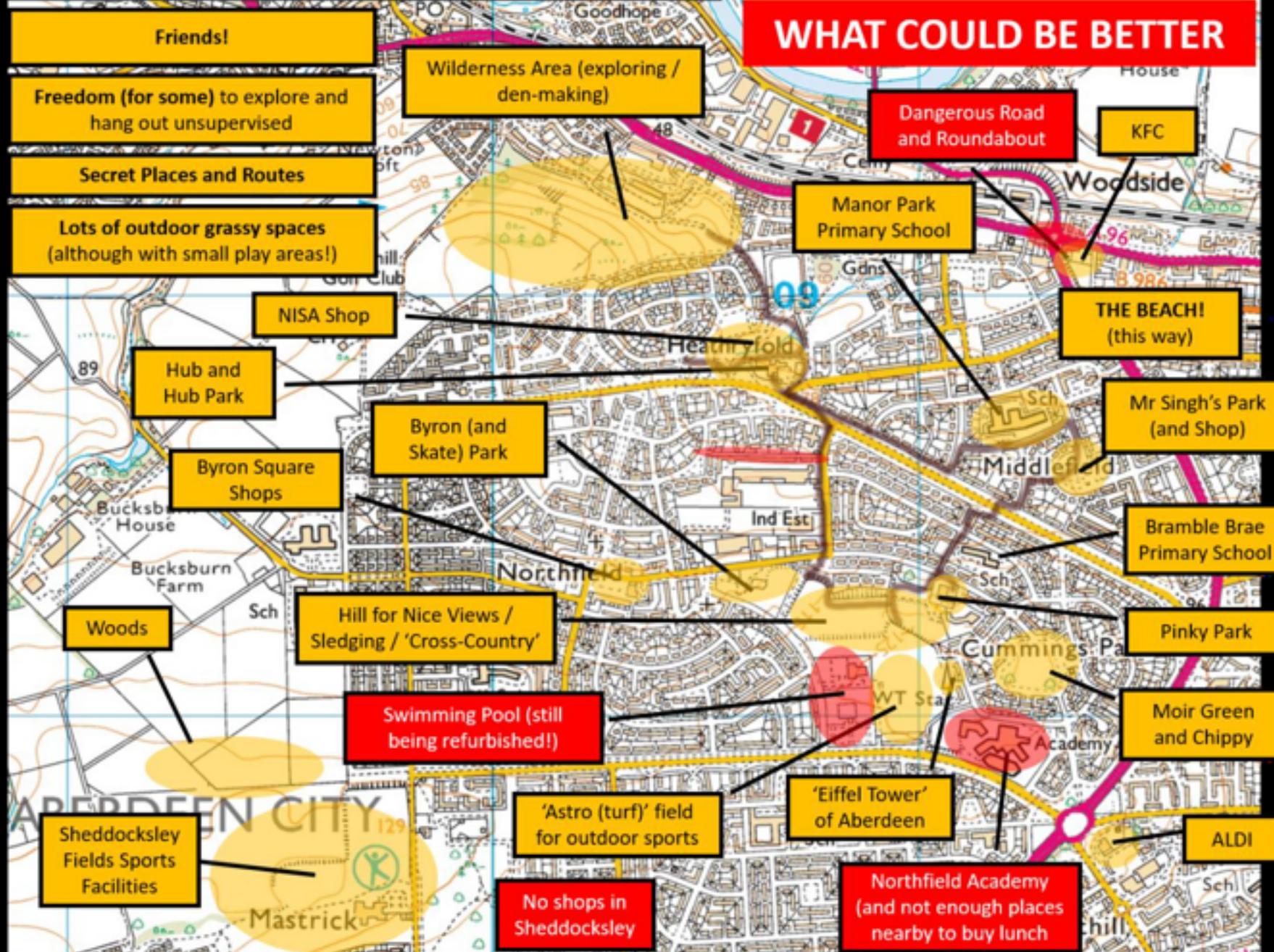
- 1x Families group (ages 0-17, plus parents - almost all mothers)
- 1x Mainstream primary school (entire school engaged, ages 4-12)
- 1x Mainstream secondary school (ages 14-15)
- 1x Extra-curricular group for young carers (ages 13-15)
- 1x Extra-curricular group for advising Aberdeen Child Friendly City (ages 9-14)
- 1x Children's home (ages 11-12)

Locations cover urban and rural, with the majority taking place in areas on the lower end of the SIMD.

CHILDREN'S MAP OF NORTHFIELD

WHAT'S GOOD!

WHAT COULD BE BETTER



- Friends!
- Freedom (for some) to explore and hang out unsupervised
- Secret Places and Routes
- Lots of outdoor grassy spaces (although with small play areas!)

- NISA Shop
- Hub and Hub Park
- Byron Square Shops
- Woods

- Byron (and Skate) Park
- Hill for Nice Views / Sledging / 'Cross-Country'
- Swimming Pool (still being refurbished!)
- 'Astro (turf)' field for outdoor sports
- No shops in Sheddocksley

- Dangerous Road and Roundabout
- KFC
- Manor Park Primary School
- THE BEACH! (this way)
- Mr Singh's Park (and Shop)
- Bramble Brae Primary School
- Pinky Park
- Moir Green and Chippy
- ALDI
- Northfield Academy (and not enough places nearby to buy lunch)

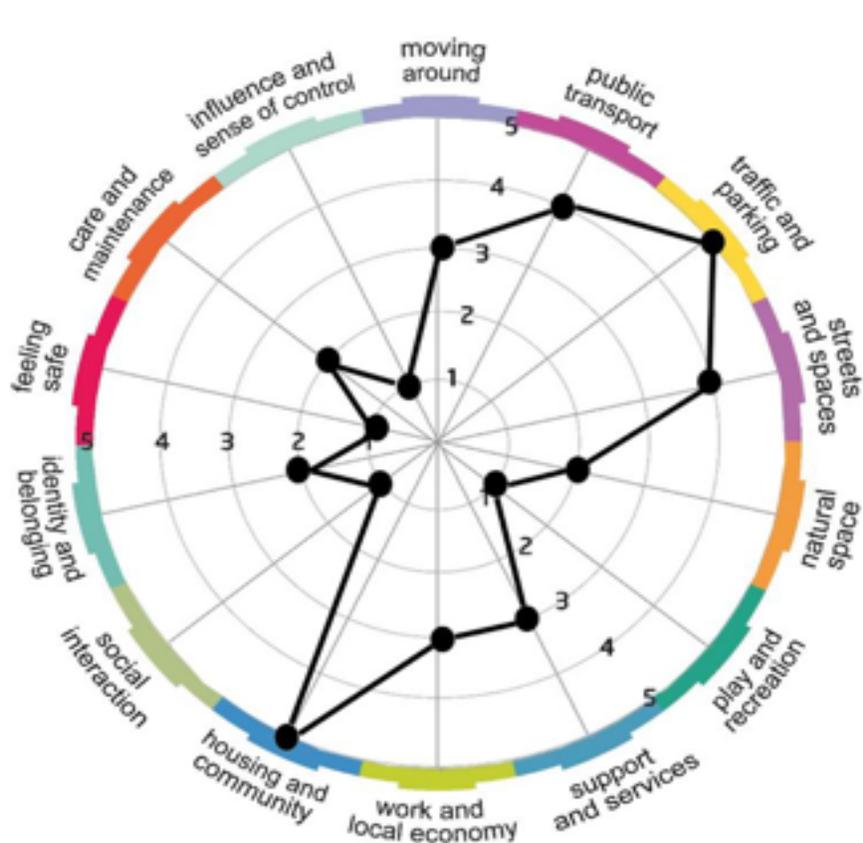
The Third Session: Generating the Place Standard Tool

1. We check the map and priorities against the existing Place Standard Tool, working out what themes the group fully understand, half understands and doesn't understand.
2. In groups, we work together to revise the wording, and plot that themes importance against the priorities for action. The scale starts at 1-3, but is revised based on what the group thinks is most appropriate.
3. We work backwards with the group to find out what questions under each theme would help an adult facilitator arrive at the answers the children and young people want to give.

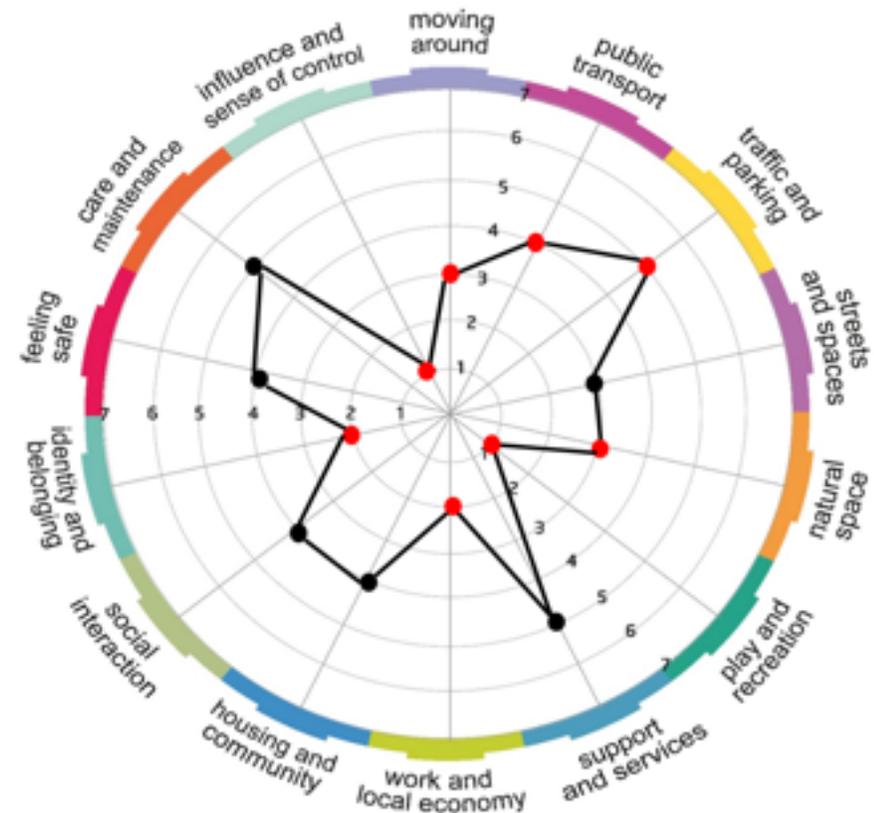


Place Standard Tool Output

4. We complete an indicative Place Standard Tool output with the group.



Children of Northfield



Young People of St Andrews

Outputs

- A video/videos of the walking route
- A Child and/or Young Person's map of the area
- A list of issues and priorities for action
- A Place Standard Output and revised themes and questions.

Each group started with the themes and questions derived by the previous group, and was given the written and visual map outputs for their own use, however they see fit.

Revised Themes

ORIGINAL	Children's Version	Young People's Version
Public transport	Buses, Trains (and other ways of getting places)	Buses, Trains (and other ways of getting places)
Traffic and parking	Traffic and Parking	Traffic and Parking
Street and spaces	Streets, parks and other outdoor places	Streets, parks and other outdoor places
Feeling safe	Feeling safe (in <place name>)	Feeling safe and comfortable (in <place name>)
Play and recreation	Play and other things we do in our free time	Play, hanging out, games and hobbies
Work and local economy	Work, shops and local jobs	Work, shops and local jobs
Housing and community	Homes, friends, and other people who live near you (who you might or might not know)	Housing and community
Moving around	Walking and cycling (in <place name>)	Walking, cycling and moving around <place name>
Influence and sense of control	Having our say and being listened to	Having our say and being listened to
Care and maintenance	Fixed, clean and looking nice	Clean, repaired, managed and fixed
Social interaction	Meeting and talking with other local children and trusted adults	Talking to each other face-to-face
Support and services	Schools and people who take care of others	Schools and people who take care of others
Natural space	Nature (trees, wild animals, birds and plants)	Nature (green space, hills and quiet places)
Identity and belonging	Feeling proud and a part of <place name>	Feeling proud and a part of <place name>

Place Standard Categorisation Hypothesis

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

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

Movement (How I get there)

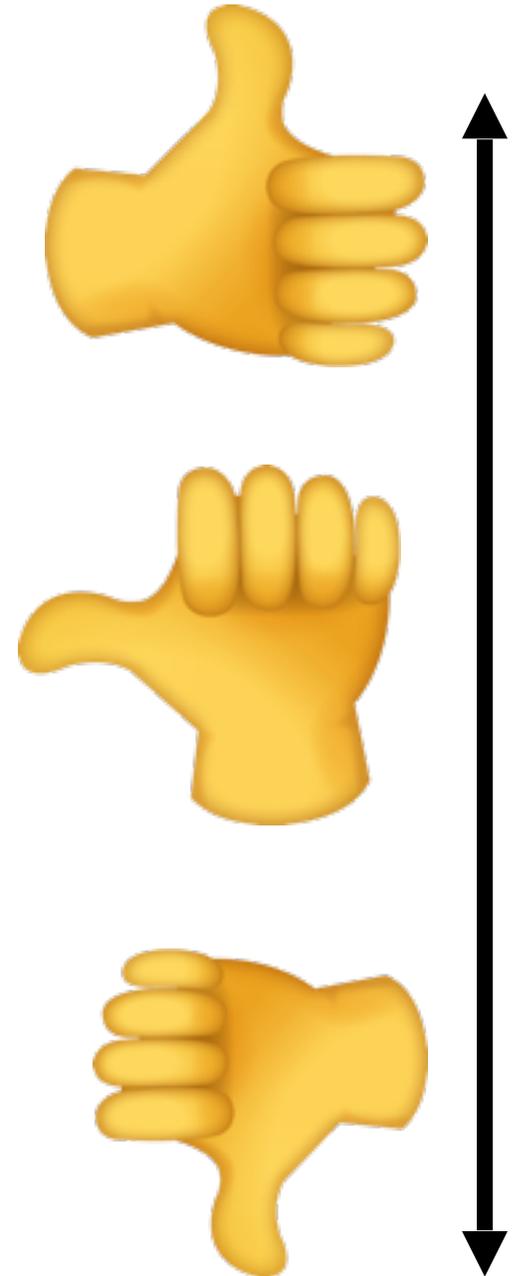
- Buses, Trains (and other ways of getting places)
- Traffic and Parking
- Walking and cycling (in <place name>)

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)

Priorities and Scales

- Scale of 1-3 for youngest, 1-5 or 1-7 for others.
- If 1-5 may need transposing to adult tool for comparability (1, 2.5, 4, 5.5, 7)
- Colour coding of priorities - red, amber, green
- Illustrations for each theme
- *In relation to the local economy, some children made the point that they shouldn't necessarily need to comment on things that they don't know about (and it isn't fair to expect them to).*





Questions and reflections Thank you

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