

# **Play Abstracts**

**July 2008**

# Children's Play Information Service

## Play Abstracts

### July 2008

#### Childhood

GILL, T. (2008)

Childhood: from freedom to fear? *Children in Scotland*, no.82 (Apr). pp8-9. (In the past 30 years attitudes to risk have changed considerably, but there are fears that children are now being overprotected. Tim Gill puts in context the debate about safety and resilience and explains why children should be encouraged to seek out adventure, creativity and stimulation).

#### Out of school care

4CHILDREN (2007)

Holiday playscheme activity guide. London: 4Children. 18pp. (Gives ideas for themed activities for holiday playschemes and playworkers. Includes activities cover 6-weeks, and a list of web-based resources).

<http://www.4children.org.uk/information/show/ref/1050>

#### Play – general

CRENSHAW, D. (2008)

Symbolic play: The language of preverbal trauma. *Play Therapy*, no.54 (Jun). pp10-12. (Discusses symbolic play in play therapy, and suggests it can be seen as symbolic reconstructions of children's earliest experiences).

GERMANEY, L., and WHENTRINGHAME, L. (2008)

Superheroes and gunplay in classrooms and settings: will boys be boys? *OMEP UK Updates*, (Mar) pp10-12. (Discusses the value of superhero and gun play, and looks at the current debate about being more accepting of the types of play generally preferred by boys).

MANNING, J. (2008)

World jungle. *Playwords*, no.35 (Summer) pp10. (Describes the work of the World Jungle Global Play project in Gloucestershire. Over the next three years, the project will support play providers, youth workers and teachers to try out different types of play and games from around the world).

SEACH, D. (2008)

Establishing a play-based curriculum for children with autism in Nigeria. *OMEP UK Updates*, (Mar) pp3-5. (The author reports on her work in setting up a play-based educational programme for children with autism in Nigeria).

## **Play and health**

GOLLOP, M. (ed.) (2008)

Special issue: Medical treatment issues. *Childrenz Issues*, vol.12, no.1. 52pp. (This special issue focuses on the theme of medical treatment/intervention in relation to children and young people. The articles are wide-ranging and contributions come from a variety of professionals with backgrounds in nursing, midwifery, play, paediatrics and research).

JUN-TAI, N. (2008)

Play in hospital. *OMEP UK Updates*, (Mar) pp8-10. (Considers the importance of play provision for children in hospital).

O'HAGAN, M. (2008)

An introduction to play and its future. *OMEP UK Updates*, (Mar) pp1-2. (Briefly discusses three areas of play: learning through play; free play; and therapeutic play).

## **Play and young children**

GORDON-SMITH, P. (2008)

Whatever happened to infant play? *Early Education*, no.55 (Summer). pp7-9. (Examines the history of England's focus on formal education for five and six years-olds. Considers the role of play in early learning in light of research evidence from major studies and argues for an extended play-based curriculum).

TAYLOR, C. (2008)

Free play for all ages. *OMEP UK Updates*, (Mar) pp6-8. (Discusses the value of play for preschool children in terms of the playwork definition of play).

## **Play in prisons**

ROBERTSON, O. (2007)

The impact of parental imprisonment on children. Geneva: Quaker United Nations Office. 49pp. (Women in prison and children of imprisoned mothers series).

## **Play in schools**

PLAY WALES (2005)

Richer play in schools: a guide for schools wishing to improve play opportunities for children and young people. Cardiff: Play Wales. (A guide aimed at schools wishing to improve their school grounds. Gives practical ideas on how to create a rich play space, and some arguments that will support some of the planning decisions, including playing out in the rain).

<http://www.playwales.org.uk/downloaddoc.asp?id=55&page=67&skin=0>

SAVERY, A. (2008)

Actively learning. *Spaces & Places*, no.33 (Jun). pp10-13. (Reports on a Forest School in Shropshire, and the benefits for the children who attend, in particular on their well-being, better social skills and greater independence).

SPIEGAL, B. (2008)

Play in school: the challenge. *Playwords*, no.35 (Summer) pp17-19. (First of a two-part article focusing on play in schools by the principal of PLAYLINK).

WALLDER, T (2008)

Schools out for play in London: encouraging schools to let children explore their own learning during a fun packed day of play. A guide. London: London Play. (This guide explains how schools can have a Schools out for play day, and looks at the benefits of promoting play in schools. Covers cost, equipment, activities, involvement of adults, and evaluating the day. The accompanying DVD shows how one school organised a Schools out for play day, and includes interviews with children and teachers).

The DVD is available from London Play, tel: 020 7272 2464

The guide will be available for download shortly from

<http://www.schoolsoutforplay.org.uk>

## **Play therapy**

RYE, N. (2008)

Play therapy as a mental health intervention for children and adolescents. *Journal of Family Health Care*, vol.18, no.1. pp17-19. (Play therapy is a child-centred therapy for children aged between 3 and 16 years who have mental health and /or other difficulties. This short article discusses key points about play therapy and play therapy training).

## **Playwork**

SKILLSACTIVE, and MOVE ON UP (2008)

Play on: supporting staff to improve their English and maths. London: Skillsactive. (This toolkit provides information to playwork employers about how they can help staff improve their English and maths through promotion, engagement and training).

<http://www.skillsactive.com/resources/publications/>

## **Risk and challenge**

NEWSTEAD, S. (2008)

Risk and play. *Playwords*, no.35 (Summer) pp11-14. (An excerpt from The Busker's Guide to Risk. Focuses on risk and responsibility in children's play provision).

## Research

BARKER, J. (2008)

Methodologies for change: a critique of applied research in children's geographies. *Children's Geographies*, vol.6, no. 2 (May). pp183-194. (Drawing on research examining children's mobility in the UK, this article discusses working with local transport committees based in schools as a way of conducting applied research in children's geographies. It identifies how decisions regarding who to work with have an impact on the possibilities for developing participatory approaches and for involving children in research).

GALLAGHER, M. (2008)

'Power is not evil': rethinking power in participatory methods. *Children's Geographies*, vol.6, no.2 (May). pp137-150. (Participatory techniques have become popular amongst researchers working with children, in both geography and other disciplines. Drawing on the experiences of using a focus group with primary school children, the author argues for a reconceptualisation of the power relations of participatory research).

GASKELL, C. (2008)

Isolation and distress: Rethinking the place of emotions in youth research. *Children's Geographies*, vol.6, no.2 (May). pp169-181. (Researchers working with children and young people have clear protocols for protecting the wellbeing of their participants. However, the importance of researcher emotions and how these can affect the research encounter are less well explored. Argues that research with children and young people can raise emotional reactions within the researcher, and that these should be acknowledged).

PORTER, G. and ABANE, A. (2008)

Increasing children's participation in African transport planning: reflections on methodological issues in a child-centered research project. *Children's Geographies*, vol.6, no.2 (May). pp151-167. (Investigates the potential for applying child-centred research methodologies which involve children doing their own research within a transport and mobility context in West Africa).

SCHÄFER, N. and YARWOOD, R. (2008)

Involving young people as researchers: uncovering multiple power relations among youths. *Children's Geographies*, vol.6, no.2 (May). pp121-135. (Argues that the implications of involving young people as researchers have not yet been fully considered, in particular the power relations that exist between young people themselves. The article draws on a participatory research project with 14-16 year olds in rural Germany).

## Safety

McWHIRTER, J. (2008)

Setting principles for education. *Safety Education*, (Summer). pp6-7. (RoSPA's risk education advisor describes the organisation's approach for safety education for children).

**The Children's Play Information Service** (CPIS) is a specialist information resource on play based at the National Children's Bureau and funded by the DCMS and the Big Lottery Fund through Play England.

CPIS provides the following services:

- telephone, letter and e-mail enquiry service
- specific subject searches on request
- details of organisations working in the field of play
- free factsheets and reading lists on play-related topics.

CPIS is open for enquiries and visitors on Mondays to Fridays 10.00am-5.00pm. Visits are by appointment only and free of charge.

Please contact:

Anna Kassman-McKerrell or Michael Welsh

Children's Play Information Service

National Children's Bureau

8 Wakley Street

London EC1V 7QE

Tel: 020 7843 6303; 020 7843 6026

Email: [cpis@ncb.org.uk](mailto:cpis@ncb.org.uk)

[www.ncb.org.uk/cpis](http://www.ncb.org.uk/cpis)