

P 4 PLAY

WASH STREET R

ISSUE 2

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Welcome!

Welcome to the second P4Play project newsletter!

Since the first edition of this newsletter was published in January of this year, we have seen Europe's first Doctoral Programme in Occupational Science flourish.

Our 8 Early-Stage Researchers are delving into work with their partner organisations, they have defined their research questions and begun collecting data. Our partner organisations, committed to the principles of our research, form the backbone of the data collection on the ground, and this issue is dedicated to them.

The rationale for P4PLAY is to combine the needs of those who work with children at risk of play deprivation, with the research skills of academics who are experts in occupational science. Without the support of our industry partners, we could not bring People, Place, Policy and Practice together. Later in this issue we will highlight three of our partners and the important work that they do.

In addition to taught courses on Play and Occupational Science, we have held two training schools for our Early-Stage Researchers in 2022. We have treasured the opportunity to share our journey with some of today's pioneers of the Occupation of Play as an Occupational Science.

P4Play Supervisors from four universities (University College Cork in Ireland, Lulea University in Sweden, Queen Margaret University in the UK and ZHAW University in Switzerland) have held space, online and in person, for the difficult questions facing our research: the absent presence of children in our playgrounds; the challenges to unpack play deprivation particularly in low resourced communities; resistance to children's use of public spaces – balancing risk and safety.

We have formed our identity as a group, solidifying our ties as truly European team of researchers at the World Occupational Science Conference (WOSC) in Vancouver in August. All 8 of our researchers presented at WOSC and they found that our reputation preceded us. The excitement around a truly inter-disciplinary study on Play Occupation was palpable...more on this later.

Our ESRs have attended 11 conferences, and published 30 posters, presentations, articles and conference papers, all now freely available on Zenodo.

We hope you enjoy this newsletter and if you want to know more about the project, please follow us on our social media channels listed in the panel on the right.

P4PLAY: People, Place, Policy & Practice



Principal Investigators P4PLAY

Prof Jeanne Jackson (top)
and Dr Helen Lynch (bottom)
University College Cork
(UCC), IRELAND



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Twitter @P4Play_EU



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Website www.p4play.eu

About P4Play

P4Play is a European funded programme that established the first PhD in Occupational Science in Europe in 2020. The programme was devised in response to the low levels of doctoral training available for Occupational Therapy across Europe and no established discipline in Occupational Science.

It aligns with the Marie Skłodowska-Curie (MSC) vision for excellence in doctoral education in Europe and is funded through the MSC Innovative Training Network programme. This enabled us to establish a collaboration between 4 academic and 15 partner organisations in Europe & the USA.

The P4PLAY research programme addresses four areas of play: People, Place, Policy and Practice (P4PLAY). Two ESRs are

focused on each of the areas of P4Play: People, Place, Policy and Practice. Each ESR is affiliated to two universities in two different countries which is established as good practice for enhancing research skills and mobility of the workforce for Europe.

The overall research goal is to develop new knowledge on the occupation of play and play deprivation, the impact of physical, socio-cultural, and

policy environments on play provision, and the development of innovative solutions to address barriers and provide solutions to play provision in diverse community settings to benefit children, families, and communities.

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P4Play Themes 1 & 2

THEME 1:

Play occupation and environmental influences on play & play deprivation

PEOPLE

Research Area A

Identifying play diversity of children at risk of play deprivation, and associated sociocultural influences for social inclusion. (2 PhD projects)

PLACE

Research Area B

Spatial inclusion: constructing new knowledge on contemporary places for play. (2 PhD projects)



THEME 2:

Enabling play and socio-spatial inclusion

POLICY

Research Area C

Informing play policy and community advocacy to ensure equity on the right to play. (2 PhD projects)

PRACTICE

Research Area D

Implementation of evidence into practice through design of assessment tools and Interventions for socio-spatial inclusion. (2 PhD projects)

Meet the Supervisors



Prof Jeanne Jackson

P4PLAY Coordinator and Supervisor at University College Cork for ESR 1, ESR 2 and ESR 6.



Dr Helen Lynch

P4PLAY Coordinator and Supervisor at University College Cork for ESR 3, ESR 5 and ESR 7.



Dr Bryan Boyle

Supervisor at University College Cork for ESR 4 and ESR 8.



Dr Maria Prellwitz

Supervisor at Luleå University Of Technology for ESR 3 and ESR 5.



Prof Maria Larsson-Lund

Supervisor at Luleå University Of Technology for ESR 4.



Prof Margareta Lilja

Supervisor at Luleå University Of Technology for ESR 8.



Dr Sarah Kantartzis

Supervisor at Queen Margaret University for ESR 1 and ESR 2.



Dr Duncan Pentland

Supervisor at Queen Margaret University for ESR 6.



Dr Christina Schulze

Supervisor at Zurich University of Applied Sciences for ESR 3 and ESR 7.

Meet the Scholars

Silvia Veiga-Seijo



ESR 1 – I am Silvia Veiga-Seijo from Spain and my research project is about 'Expanding conceptualisations of inclusive play to incorporate the play characteristics of children with diverse play experiences at risk of play deprivation'.

Allison Mula



ESR 2 – I am Allison Mula from the United States of America and my research project focuses on 'Exploring the impact of contemporary social discourses on the play of families with children at risk of play deprivation'.

Ines Wenger



ESR 3 – I am Ines Wenger from Switzerland and my research project is about 'The relationship between Universal Design and policy for play provision'.

Fiona Loudoun



ESR 4 – My name is Fiona Loudoun from Scotland and my research project is 'Exploring children's participation in play in digital spaces'.

Rianne Jansens



ESR 5 – I am Rianne Jansens from Belgium and my project is about 'Enhancing spatial inclusion in public playspaces through participatory approaches in planning and design'.

Sabine Vinçon



ESR 6 – I am Sabine Vinçon from Germany and my project is about 'Applying complexity theory to identify and explore multiple outcomes associated with children's play'.

Thomas Morgenthaler



ESR 7 – I am Thomas Morgenthaler from Austria and my project is about 'The evaluation of children's outdoor play'.

Michelle Bergin



ESR 8 – I am Michelle Bergin from Ireland, and my project is about 'Enhancing participation through play interventions in school settings'.

Meet the Partners

Our diversity of partners represents the diverse nature of play practice from advocacy and policy thorough to community engagement.

Our partners include a National Government Department: The Department of Children and Youth Affairs of Ireland, along with a National Play Advisory body: Play Scotland, an international industry partner who design and develop playspaces and toys (AIJU) and a child participation NGO (Speeltuinbende).

Common to us all is a fundamental commitment

to child participation. Our goal is to progress a rights-based agenda for all children at risk of play deprivation through the development of a child-centred play research programme in relation to four fundamental areas.

Through their research programme, each of the 8 ESRs will undertake a secondment with one of our partner organisations for a minimum of 3 months.

In this section we will meet three of our partners: the European Network of Occupational Therapists in Higher Education (ENOTHE); East Lothian Play Association, a Scottish charity devoted to promoting children's right to play; and Stichting het Gehandicapte Kind, the Dutch national foundation for disabled children.





East Lothian Play Association



ELPA is a charity in East Lothian, a coastal and rural county in Scotland made up of hamlets, villages and small towns.

ELPA's aim is to promote and enrich a culture of play in the whole of the county by promoting children's right to play (Article 31 of the UN Convention on the Rights of the Child).

We aim to share the benefits and value of play for all children and young people living in our community and to inspire and support people who work with children.

Over the last six years, we have grown to current our structure of a play ranger team and play development team, both delivering inclusive, free play opportunities in schools, libraries, community settings, parks and streets across the county.

ELPA's innovative work has been recognised with an IPA International Award on the Right to Play in Times of Crisis (2020) and as winner of the National Play Awards (2018). Everything we do is about the right to play for all children whether that is our play rangers outdoor play in local community spaces or our Erasmus+ Loose Parts Play project with partners in Hungary, Poland and Slovakia.

We aim to encourage more use of local spaces and facilities. We encourage families to look out for the same low-cost and free resources we use and incorporate them into play. We have become known for creative, participatory approaches to facilitating children's views and ideas to be heard.

Silvia Veiga-Seijo, ESR1, is working on secondment with ELPA through diverse activities. She has observed and engaged in children's play in different neighbourhoods of East Lothian through her active participation in the Play Ranger program.

Through her secondment, Silvia is involved in planning meetings with ELPA, networking and exploring related organisations and projects in

Scotland. She is also taking part in other play projects such as the Erasmus+ Loose Parts Play Project.

Silvia has created an Advisory Expert Group based on ELPA with the purpose of creating synergies and collectively building a participatory methodology according to children's play needs in the community. ELPA has given advice on the methodology of the project, including selection of the target community and identification of key stakeholders.

For her PhD research project, Silvia is researching the perspectives of children and community members to develop a play-friendly community in Whitecraig, Scotland. Children's voices and views are at the heart of the project. They will be the protagonists of the project and play investigators, involved with Silvia to build the project. ELPA has been an active advisor in Silvia's research design.

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www.facebook.com/PlaywithChildrenWhitecraig

ENOTHE

European Network
of Occupational Therapy
in Higher Education



The European Network of Occupational Therapy in Higher Education (ENOTHE) was originally founded in 1995 and is a non-profit network association funded by annual membership subscriptions.

In 2021 ENOTHE had a total of 106 members spread across thirty-six countries worldwide. The overall objectives for the members are to stimulate and promote a high quality of professional lifelong education in Occupational Therapy across Europe. ENOTHE recognizes occupational therapists and occupational therapy educational programs need

to be flexible and adaptive to the policy context they operate within, as well as future trends and emerging fields of practice, to remain sustainable, relevant and credible moving forward.

ENOTHE is an active partner of the P4Pay Doctorate Programme, in line with its strategic aim of advancing Occupational Therapy within Higher Education systems in Europe through solid research and interdisciplinary involvement.

ENOTHE prioritized two main actions for the coming year:

1. Revising, updating and refining the Tuning frameworks of reference points and producing an assessment framework based on the outcomes of the first stage.
2. Supporting other initiatives of the Center for Learning and Exchange (ECOLE).

Michelle Bergin, ESR 8, is working on her secondment with ENOTHE. To date this partnership has included becoming a part of the World Federation of Occupational Therapists (WFOT) School Based Occupational Therapy practice network, developing teaching skills through the ENOTHE Ecole Summer school programme (<https://enoth.eu/e-c-o-l-e-enothe-center-for-learning-exchange/>), developing dissemination skills through participation in pre-conference workshops and building relationships with colleagues interested in social and community approaches to practice through participation in the ENOTHE Action for Peace project (<https://enoth.eu/action-for-peace-short-guide-about-working-with-displaced-persons-for-students-and-lecturers-first-edition/>).

Being on secondment with ENOTHE has allowed Michelle to become familiar with the work of ENOTHE and associated organisations at a European level, facilitating participation and collaboration on significant issues relevant to Occupational Therapy education.

Through ENOTHE, Michelle has access to a network of experts sharing innovations in curricula, emerging areas of practice, resources relevant to research and practice and continuing professional development opportunities.

Michelle presented on the following three topics at the ENOTHE annual meeting in Tbilisi, Georgia in October 2022:

- 'Walking with theory (ists) "up for" diffracting practice ontologies.'
- 'Diffracting knowledges with and within schoolyards'
- 'Delivering a National virtual knowledge sharing series in a changing practice landscape'

www.enoth.eu

info@enoth.eu



Annelotte Hilders, Stichting het Gehandicapte Kind, and Thomas Morgenthaler (ESR7)



Stichting het
Gehandicapte
Kind

Stichting het Gehandicapte Kind is the Dutch national foundation for disabled children. Our aim is to promote and financially support initiatives that promote the participation and integration of children living with a disability in the Netherlands.

We believe that every child, regardless of their disability has the right to attend and can access education, play together with other children at their neighbourhood playground and can take part in physical activities at their local sports club.

Stichting het Gehandicapte Kind and ESR student Thomas Morgenthaler are in regular online contact since Thomas started the project. In June 2022 Thomas was able to visit The Netherlands, meet the team and get familiar with the Dutch Network around inclusive play.

Thomas supported Stichting het Gehandicapte Kind through a literature review of scientific papers on the topics of playing together and belonging of children with and without disability, providing some supporting evidence for the overall aims of Stichting het Gehandicapte Kind.

At the moment both Thomas and Annelotte as well as the team from Stichting het Gehandicapte Kind are meeting monthly and the team is advising Thomas on a tool he is developing as part of his research.

www.gehandicaptekind.nl/



Our year in review:

**29th March to
1st April 2022**

**P4Play Training School
Programme**

During this week we co-hosted a half day workshop on Play and Inclusion, designed and developed by our Partner Theresa Casey (ELPA and Theresa Casey Consultancy), with Let's Play Cork and Active Cork Cities.

On the last day of the training school we were hosted in Crann centre to view their newly developed inclusive playground that was co-designed with UCC play experts and Crann service users.

29TH TUESDAY

09:00: Welcome at UCC

11:00: UCC Tour Visitor

13:00: Children's Research Advisory Groups: "Who else would you ask?"

Dr. Deirdre Horgan & Dr. Shirley Martin (University College Cork, UCC; ISS21)
[Online event: Register here](#)

14:00: Participation and decision-making

Dr. Deirdre Horgan & Dr. Reana Maier (UCC)

15:00: Informal Discussions

30TH WEDNESDAY

09:00: The Lundy model and Child Friendly Research Practice

Prof. Laura Lundy (Queen's University Belfast)

10:00: ESR & Supervisors: Exploring the journey so far

14:00: Embedding Occupational Science in Research

Prof. Nancy Bagatell (University of North Carolina, USA)

31st THURSDAY

"Through the looking glass - Play and Inclusion: Exploring play, inclusion and playful spaces"

Theresa Casey

Collaboration with Let's Play Cork City & Active Cork Cities"

[Online event: Register here](#)

Visit to local projects for inclusive play and playful cities: Nano Nagle heritage centre, Playful streets, Marina development, Cork City Libraries

1st FRIDAY

09:00: Visit Crann Centre, Ballincollig

12:30: Spontaneous student-led discussion and Final reflections



Our year in review:

April 2022

Working with Newcestown Community Group

In April, as part of our outreach programme, we worked with Newcestown Community Group, giving input on play value, community building, inclusion and participation.



May 2022

In May, our Co-Principal Investigator, Dr Helen Lynch won an award for her CRANN Inclusive Playground project. Helen's vision for an inclusive playful world has been crucial in the development and direction of P4Play.



Congratulations to Alice Moore & Helen Lynch, UCC, worthy winners of this year's Ann Beckett Award

The winning project is entitled:
"CRANN Inclusive Playground Project Design by inclusion, inclusion by design"



May 2022

Our researcher, Rianne also went to the child friendly city of Cascais in May to deliver her paper on Children's' rights in public policy.

All the while our research is ongoing- here Michelle Bergin uses walking methods to discuss schoolyard play with children. "Being in, being 'on' and getting left out..."



Our year in review:

We worked to make plans for Cork to become a Child friendly city, exploring the concepts of play and occupation in class and through our secondments with partners.



June 2022

Our second training school in June was a busy week of sharing, discussing and learning together.

Pictured on the right: Professor Nancy Bagatell, our international invited expert, discusses the tension and fit between occupational science and occupational therapy with our ESRs in the May training School in Cork.



We even managed to impress the value of P4play upon Michael Martin, Ireland's Taoiseach and Prime Minister, shown here meeting some of the delegates along side Professor John O'Halloran, President of University College Cork.



In our monthly meeting with partners, we learned from each other and underscored the inseparable nature of the academic research which goes hand in hand with the 'on the ground' work of our implementing partners.



Our year in review:

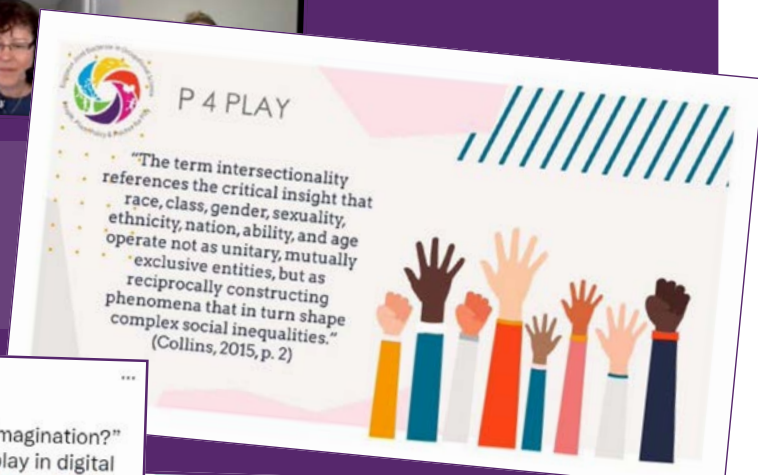
Continuously learning from each other: play module seminar with invited expert, Professor John McKendrick, Scotland (below) and lunchtime partners session with Marguerite Hunter Blair from Play Scotland (Left).



While blogging...

...Researching...

...and publishing papers...



Our year in review:

Attending conferences:

All students presented at the inaugural World Occupational Science conference: supervisor Professor Maria Prellwitz with Michelle Bergin, Vancouver, Canada.



Taking the Occupational Science world by storm! Rianne's presentation on citizenship, (top) and Silvia's presentation on social transformation, at WOSC, Vancouver (left).



Maria, Helen, Silvia and Rianne at WOSC in Vancouver in August.



Thomas, Ines, Fiona and Silvia at WFOT in Paris in August.



Guest Blogger

P4Play Make an Impression at the Inaugural World Occupational Science Conference, Vancouver, August 2022.

Dr Bryan Boyle, Co-Investigator, P4Play

After several COVID related delays and false starts, August 2022 saw the hosting of the inaugural World Occupational Science Conference (WOSC) in Vancouver, Canada. WOSC was being held for the very first time building on the success of other scientific meetings such as the annual meeting of the Society for the Study of Occupation (United States) and the bi-annual Occupational Science Europe (OSE).



The conference itself was held in Vancouver and was hosted by the Department of Occupational Science and Occupational Therapy at the University of British Columbia in partnership with the International Society for Occupation.

I think it is fair to say that P4Play made our presence felt at the conference. As a project group we had a total of two poster presentations and ten oral, podium presentations accepted by the conference organising committee. [Michelle Bergin](#) and [Allison Mula](#) travelled halfway across the world with their posters packed and ready to be unbundled and shared with those attending the conference. Interestingly Michelle and Allison drew upon the technology communication

skills they have been developing as part of the P4Play programme to really make their posters stand out and get noticed.

Allison had created a series of animations as a way of communicating the central theme of her work on gender construction through play in childhood. Conference participants got a chance to not only read her work, but to lift her work off a regular poster through some online animation, see more by [clicking here](#). For Michelle, it was an opportunity to use technology, linked using a clever QR code on [her poster](#), to share the sounds and images of the school playgrounds she has encountered through her research fieldwork ([click here to see this work](#)). This also gave her an opportunity

Guest Blogger



to encourage those attending the conference to share with her their own experiences and feelings about school playgrounds and the place for occupations that they promise.

Some members of the P4Play supervision team stepped in to present work done by colleagues and consortium who for various reasons could not travel to the conference to deliver their work in person.

Dr Helen Lynch and **Dr Bryan Boyle** shared some of the recent work done by Alice Moore as part of her PhD studies examining Universal Design in the context of the design and planning for play in public playgrounds.



Alice's ground-breaking work created quite the impression with many of those motivated to attend by some of her recent, **related publications on the matter**. Professor **Christina Schultz** also took the opportunity to present **Ines Wenger's** work on 'playspaces', exploring children's own experiences of the occupations that take place in playground spaces.

Both Principal Investigators in P4Play, Professor Jeanne Jackson and Dr Helen Lynch took the opportunity to describe and discuss the new PhD educational programme at the heart of the EU

Horizon 2020 funded project. The questions and discussion that emerged during this presentation showed that there was genuine admiration for the efforts involved in creating the first PhD level Occupational Science programme in Europe.

This session was a chance to highlight how universities from Sweden, Scotland, Switzerland and Ireland can work collaboratively to develop new and better programmes that will support the future of our discipline and profession. The presentation by Professor Jackson and Dr Lynch set the scene perfectly for presentations by the remaining Early-Stage Researchers that had travelled to present their work in Vancouver.

Silvia Veiga-Seijo beautifully described the work she is doing with **Theresa Casey** using play as for social transformation in East Lothian in Scotland. She described the potential play as an occupation has to change how communities see themselves and their potential.

Thomas Morganthaler's presentation highlighted the value of understanding the nature and composition of the play objects typically found in outdoor public spaces. His work focusses on understanding the occupational potential of play spaces by examining the transactions children have with the objects that inhabit those places.

Guest Blogger



Sabine Vincon's oral presentation on applying complexity theory to play policy and its implementation. She shared with the assembled audience the experience she has gained working with partners such as Play Scotland from her base at Queen Margaret University in Edinburgh. Sabine had the additional pressure of knowing that her PhD supervisor, Professor Jeanne Jackson and her PhD advisor, Professor Helen Polatajko were both in attendance as well.

Rianne Jansens also presented with her supervision team comprising Dr Helen Lynch, Dr Maria Prellwitz and Dr Alexandra Olofsson there to provide support. Rianne provided an update on her work to date bringing up some interesting issues that generated questions and discussion from those in attendance. Her questions about what constitutes citizenship for children and how their rights can be realised will be debated long after this conference has concluded.

The announcement of the **recent publication of her scoping review** should have been reason enough for **Fiona Loudoun** to celebrate at this year's WOSC but she followed with a thought provoking presentation challenging some widely held beliefs and social discourses regarding children's play in digital spaces.

It was clear from this presentation that her work is set to challenge some of the adult-centric conventions that are held about play and its place in children's lives. This topic was further enhanced by Dr Bryan Boyle's paper on digital spaces and distributed occupation which led to further discussions on the place of digital spaces in our daily occupations.



Finally, it really was a pleasure to sit back and listen to Dr Michelle Elliott's exploration of the occupational nature of waiting and to listen to a scholar elevating a personal narrative to something universal with which all of us can resonate and understand because

it speaks to our own personal occupations. Having been recently brought on board the Supervision Team for P4Play, Michelle's presentation at WOSC made it clear that she will be an incredible addition to the team as we progress over the next few years.

On a personal level, I left WOSC reassured that the work that we have been given the privilege to do as part of the P4Play project is valued and of value to our colleagues, peers and friends from across the world. I also leave with a renewed enthusiasm in the potential of Occupational Science to inform and guide real, meaningful and inclusive change both locally and globally.

Publications in 2022

P4Play is committed to Open Access research and is taking part in a European Commission pilot on Open Access to Research Data.

All publications from the P4Play project are freely accessible and published in an open-access data repository on Zenodo to enable future researchers to access, exploit, reproduce and disseminate our data.

This repository is validated as Open Access by OpenAIRE, with an associated OpenAIRE project page. All our research publications, datasets, and related communication materials can be found here:

***P4Play H2020 Project Repository* →**

A sample of our publications from 2022, (all links are clickable →)

Affordance theory in person/environment transactions →

Review of instruments measuring play value →



Social environment in playground design →

Promoting social inclusion in playground design →

Play occupation within playgrounds →

Public playspace planning: Children's participation →

Irish Traveller children's play in schoolyards →

Gender construction through play →

Children's right to play in a disadvantaged community →

Children's participation in playspace design →

Design and use of Inclusive Swiss playgrounds →

Play as an occupation for social transformation →

Including children in playspace design →

Local organisations collaborating for play →

Children's play, communities, and social transformation →

Play deprivation, barriers to inclusion, policy recommendations →

The situated and social nature of schoolyard play →

The role of environment in children's play →

All of our resources are available on our P4Play website by clicking here →

Looking forward: Upcoming conferences

Nov 2022 • CHI Play Conference Bremen, Germany.

June 2023 • IPA World Play Conference 2023 Glasgow, Scotland.

August 2023 • Occupational Science Europe Conference 2023 Odense, Denmark.

Keep an eye out on our website for more blog posts, as well as our social media channels for updates.

Thank you to everyone involved in P4Play



P 4 PLAY

Our Partners



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Duke University School of Medicine
Occupational Therapy Doctorate



An Roinn Leanaí, Comhionannais,
Michumais, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth



Comhairle Cathrach Chorcaí
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