

## Chapter 1:

# Reflection

Welcome to the start of your 3-part journey! You'll be thinking about how you support outdoor play now and some of the ways you would want to change or add to your practice. Your journey will be unique to you and based on your responses to the questions. When you finish, you will:

- understand why outdoor play is important
- know strategies for dealing with common challenges
- develop your own plan for supporting outdoor play at your centre
- access more resources to help you on your journey

**CONTINUE**

**Dr. Mariana Brussoni** Developmental Psychologist

Academic Scientist, BC Injury Research & Prevention Unit  
Associate Professor, Department of Pediatrics, UBC  
Investigator, BC Children's Hospital

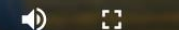
Think back to your favourite  
childhood play memory.

**Dr. Mariana Brussoni** Developmental Psychologist

Academic Scientist, BC Injury Research & Prevention Unit  
Associate Professor, Department of Pediatrics, UBC  
Investigator, BC Children's Hospital

Take yourself back to what you were doing.

▶ 0:06 / 0:22





▶ 0:10 / 0:22





▶ 0:12 / 0:22

🔊 🗑️ ⋮



▶ 0:14 / 0:22





Imagine the sounds, the sights, and the smells you were experiencing.

▶ 0:17 / 0:22

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Were you inside or outside? (Select one)

Inside

Outside

Next



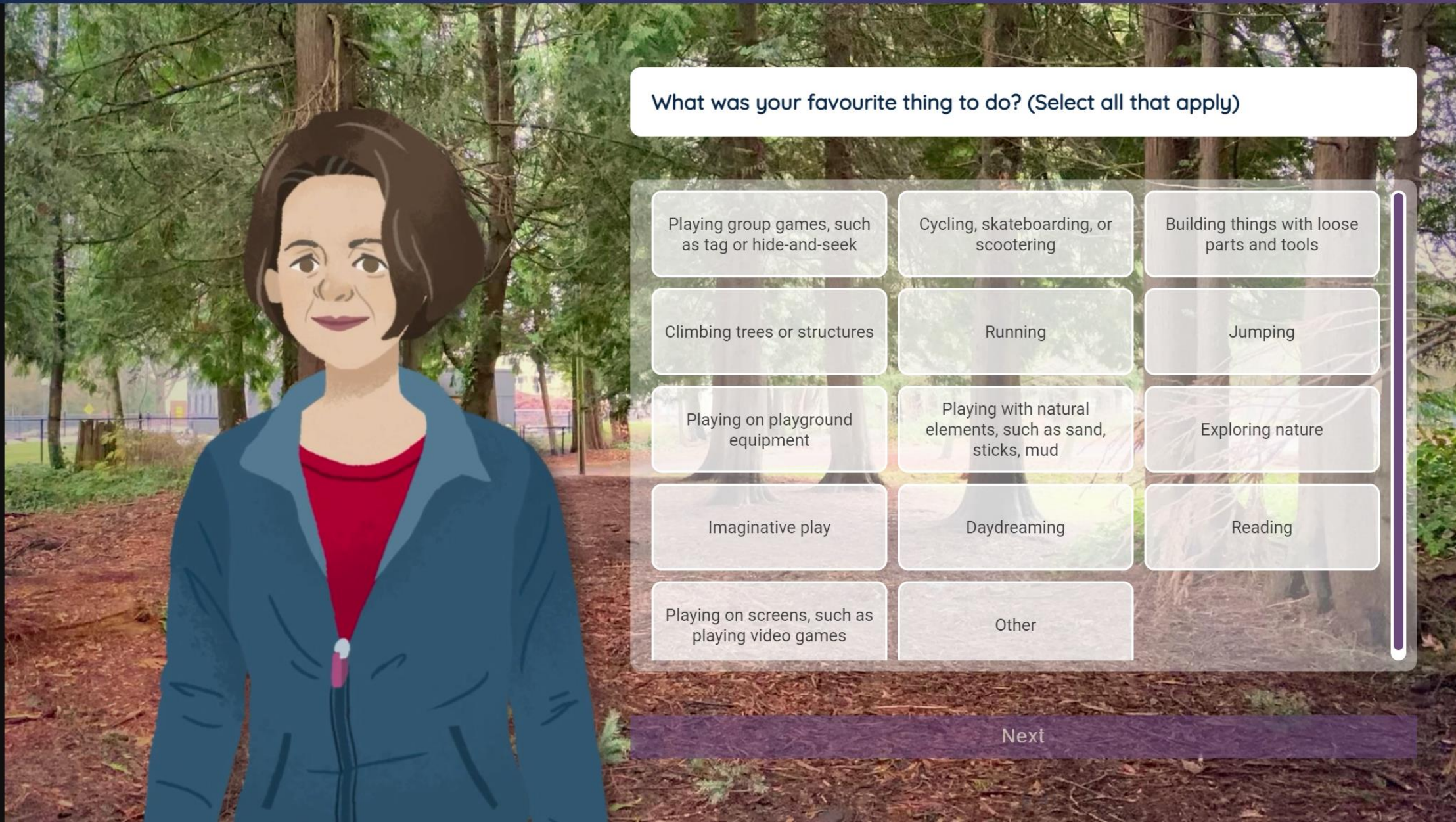


Were you taking risks? (Select one)

Yes

No

Next



What was your favourite thing to do? (Select all that apply)

Playing group games, such as tag or hide-and-seek

Cycling, skateboarding, or scootering

Building things with loose parts and tools

Climbing trees or structures

Running

Jumping

Playing on playground equipment

Playing with natural elements, such as sand, sticks, mud

Exploring nature

Imaginative play

Daydreaming

Reading

Playing on screens, such as playing video games

Other

Next





with friends getting to make up play  
as we went along.

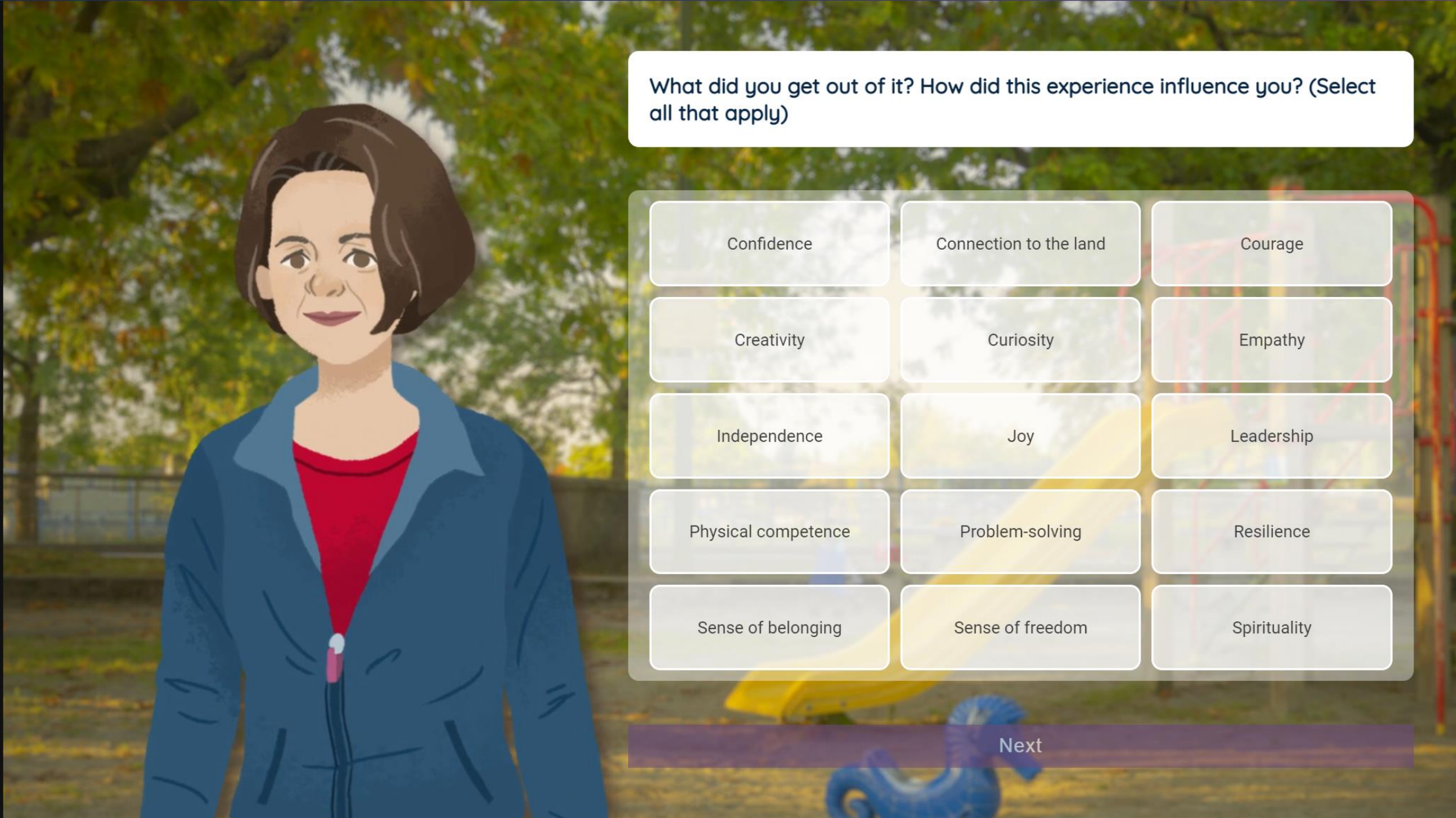


Now think back to why this play experience



▶ 0:13 / 0:14

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What did you get out of it? How did this experience influence you? (Select all that apply)

Confidence

Connection to the land

Courage

Creativity

Curiosity

Empathy

Independence

Joy

Leadership

Physical competence

Problem-solving

Resilience

Sense of belonging

Sense of freedom

Spirituality

Next



Many people talk about playing outside giving them a sense of freedom,





of being able to take risks, run  
and jump and shout,



meet up with their friends



and decide what they want to do and  
how they want to do it,



▶ 0:16 / 1:15

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and a sense of limitless time to play.



These are important aspects of outdoor play

▶ 0:24 / 1:15

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that are not generally found when children play indoors.



And as it turns out, they're important for children's health and development.

▶ 0:32 / 1:15

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Children are more physically active

▶ 0:36 / 1:15





▶ 0:38 / 1:15





Being able to set their own goals is important

▶ 0:41 / 1:15

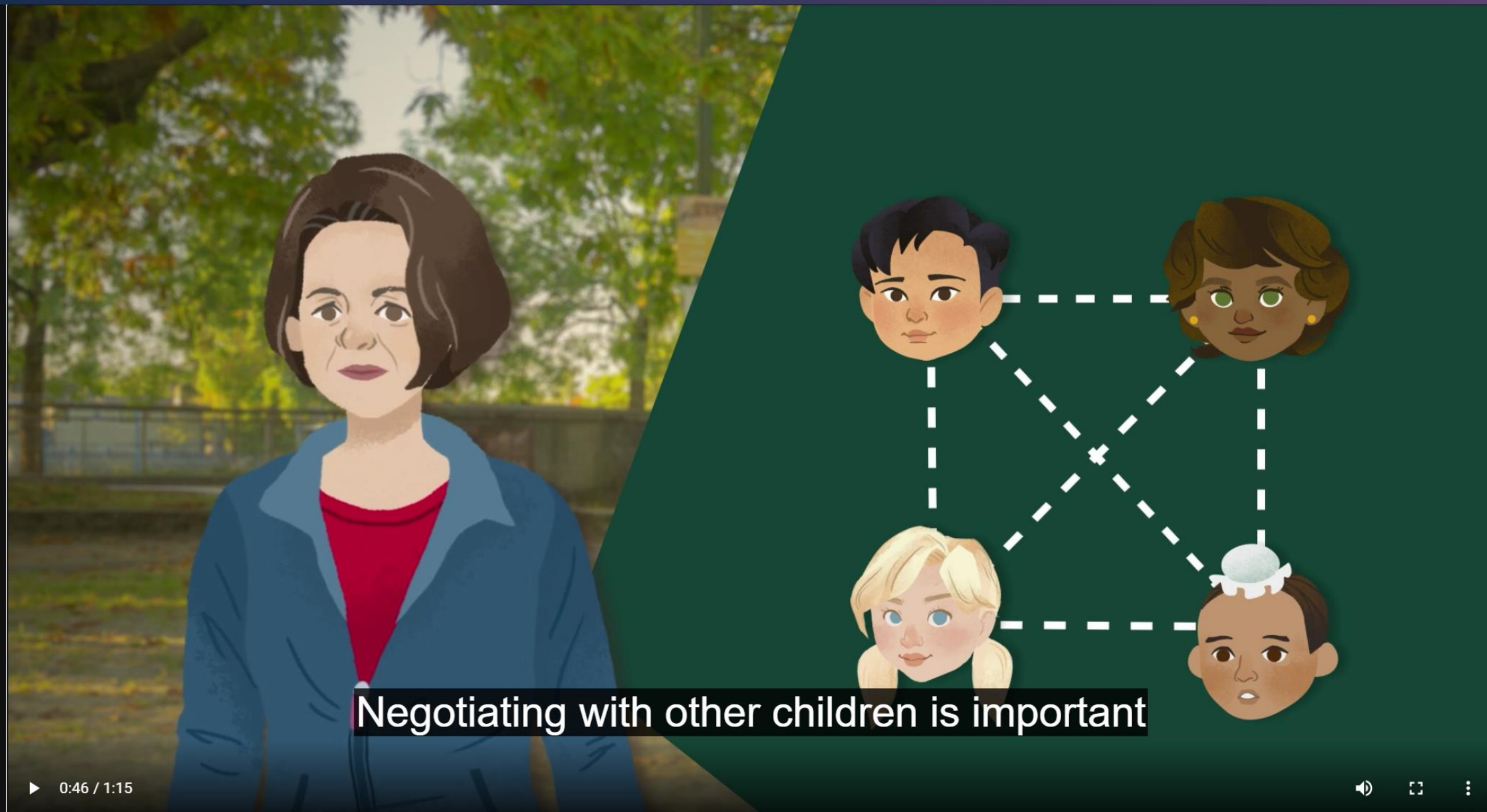
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for their cognitive development.

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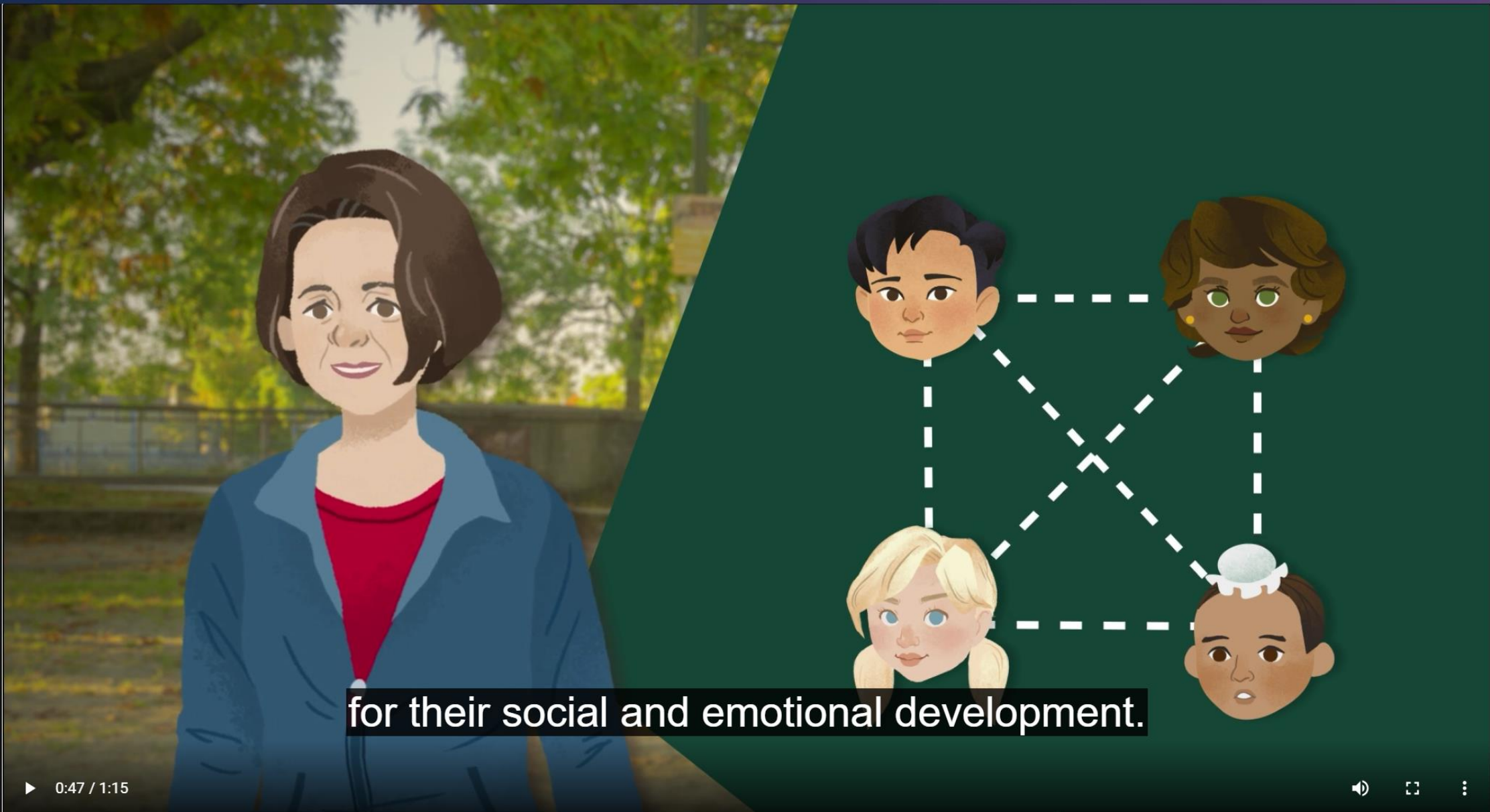
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Negotiating with other children is important

▶ 0:46 / 1:15





for their social and emotional development.

▶ 0:47 / 1:15

🔊 🖥️ ⋮



Figuring out how to deal with problems that come up

▶ 0:51 / 1:15

🔊 🗨️ ⋮



and keeping them safe are important for their resilience,

▶ 0:54 / 1:15

🔊 🗨️ ⋮





their self-confidence, and their risk management skills.

▶ 0:58 / 1:15

🔊 🖥️ ⋮



▶ 1:01 / 1:15

🔊 🗄️ ⋮



we realize we need to make sure

▶ 1:05 / 1:15

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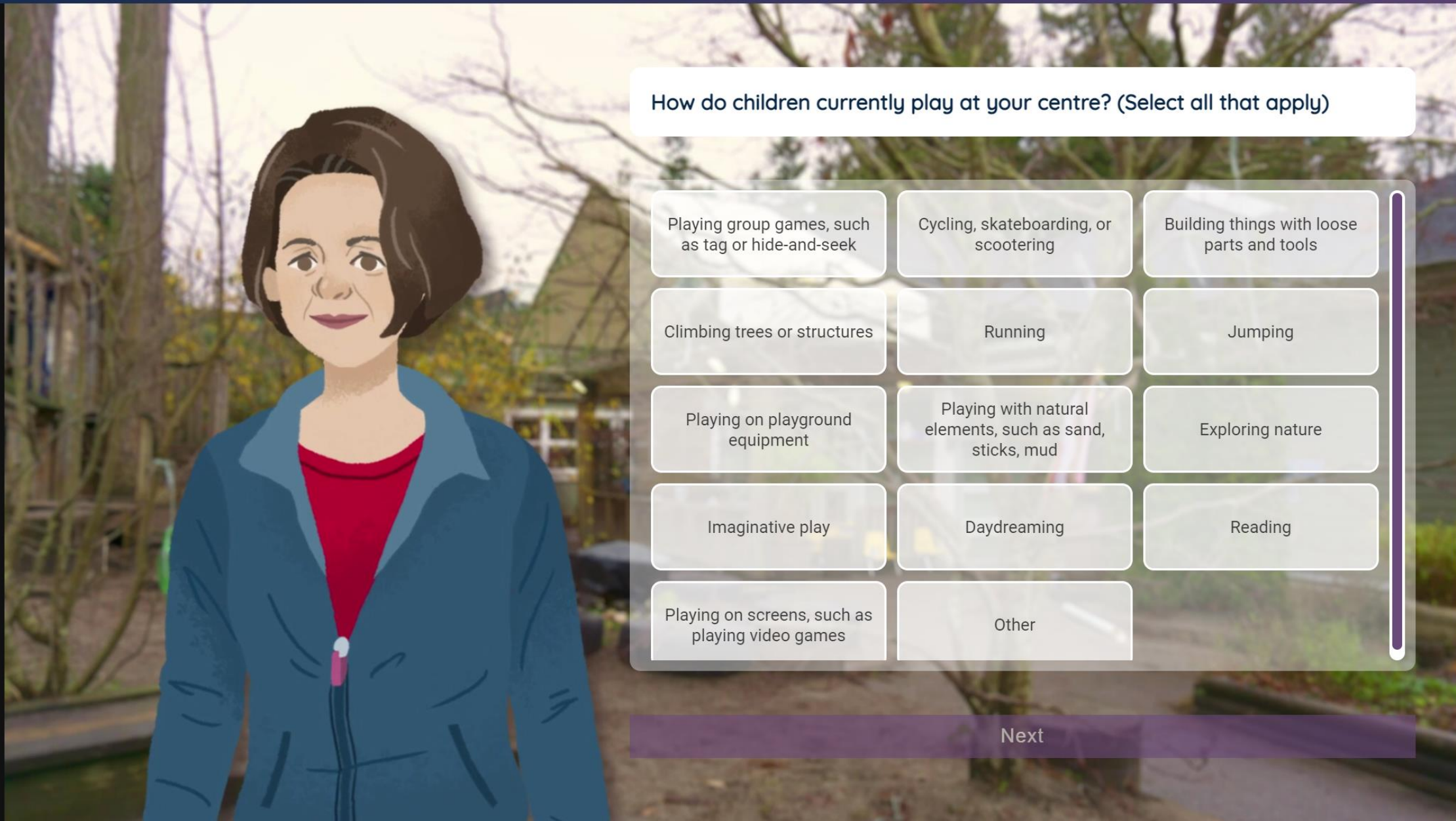
that it is a central part of children's daily lives.



Think about how the children are playing at your centre.

▶ 1:13 / 1:15

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## How do children currently play at your centre? (Select all that apply)

Playing group games, such as tag or hide-and-seek

Cycling, skateboarding, or scootering

Building things with loose parts and tools

Climbing trees or structures

Running

Jumping

Playing on playground equipment

Playing with natural elements, such as sand, sticks, mud

Exploring nature

Imaginative play

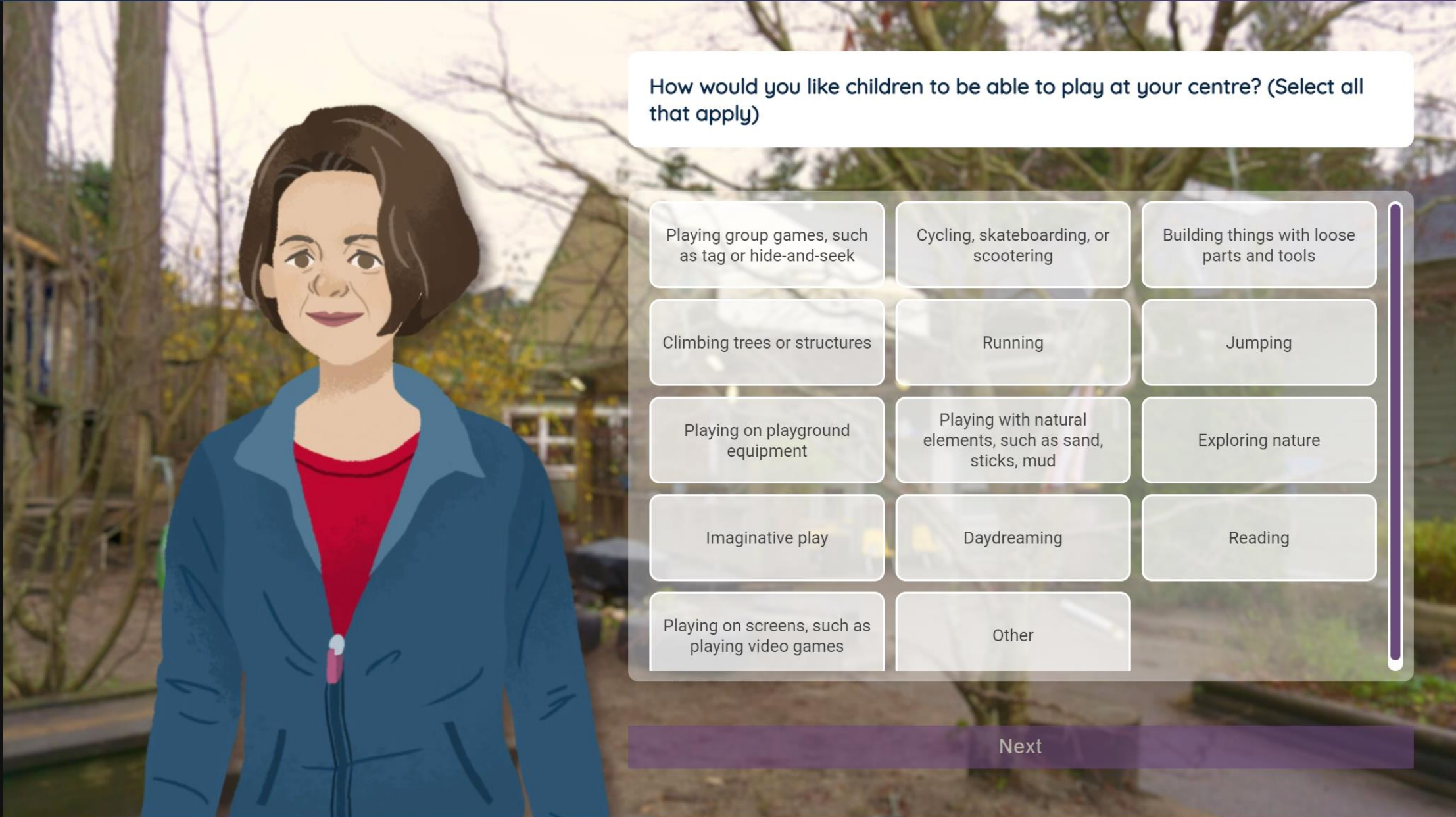
Daydreaming

Reading

Playing on screens, such as playing video games

Other

Next



How would you like children to be able to play at your centre? (Select all that apply)

Playing group games, such as tag or hide-and-seek

Cycling, skateboarding, or scootering

Building things with loose parts and tools

Climbing trees or structures

Running

Jumping

Playing on playground equipment

Playing with natural elements, such as sand, sticks, mud

Exploring nature

Imaginative play

Daydreaming

Reading

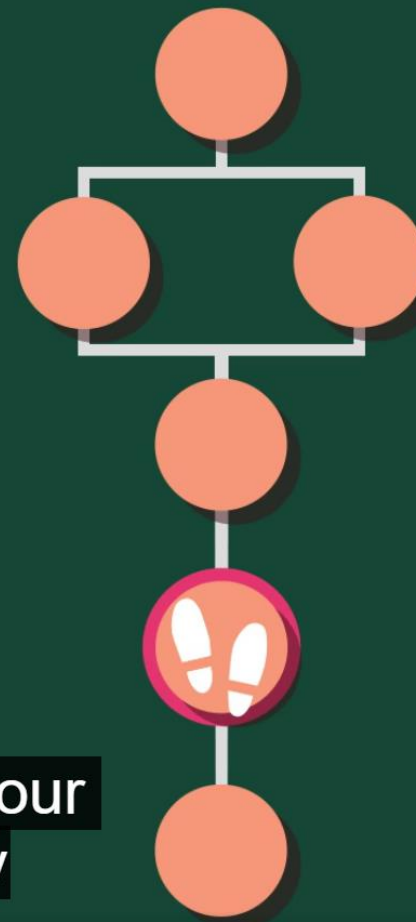
Playing on screens, such as playing video games

Other

Next



You're about to launch your own personal journey







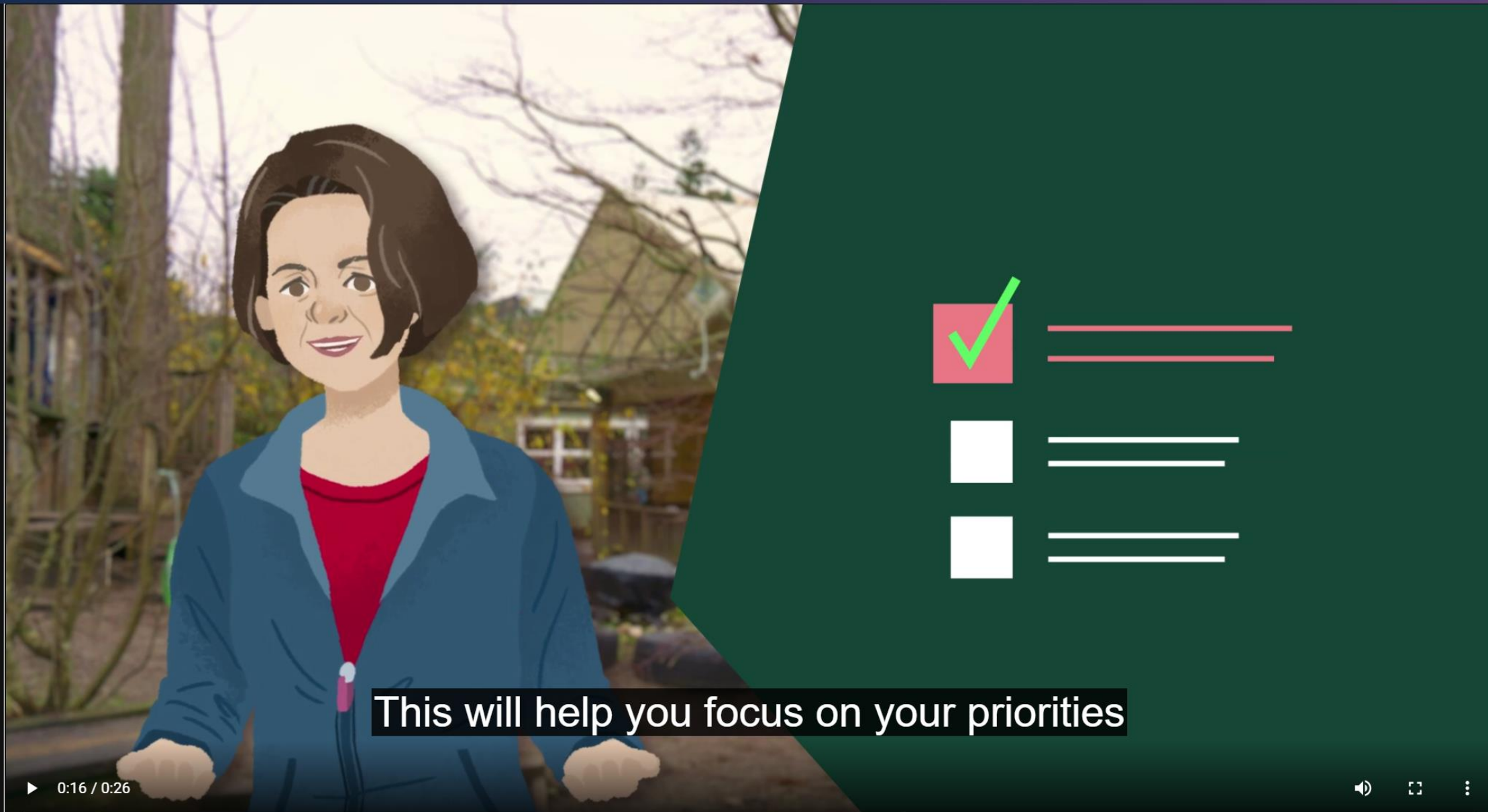
to support the children at your centre and their outdoor play.



Think about the main reason why  
it is important to you.

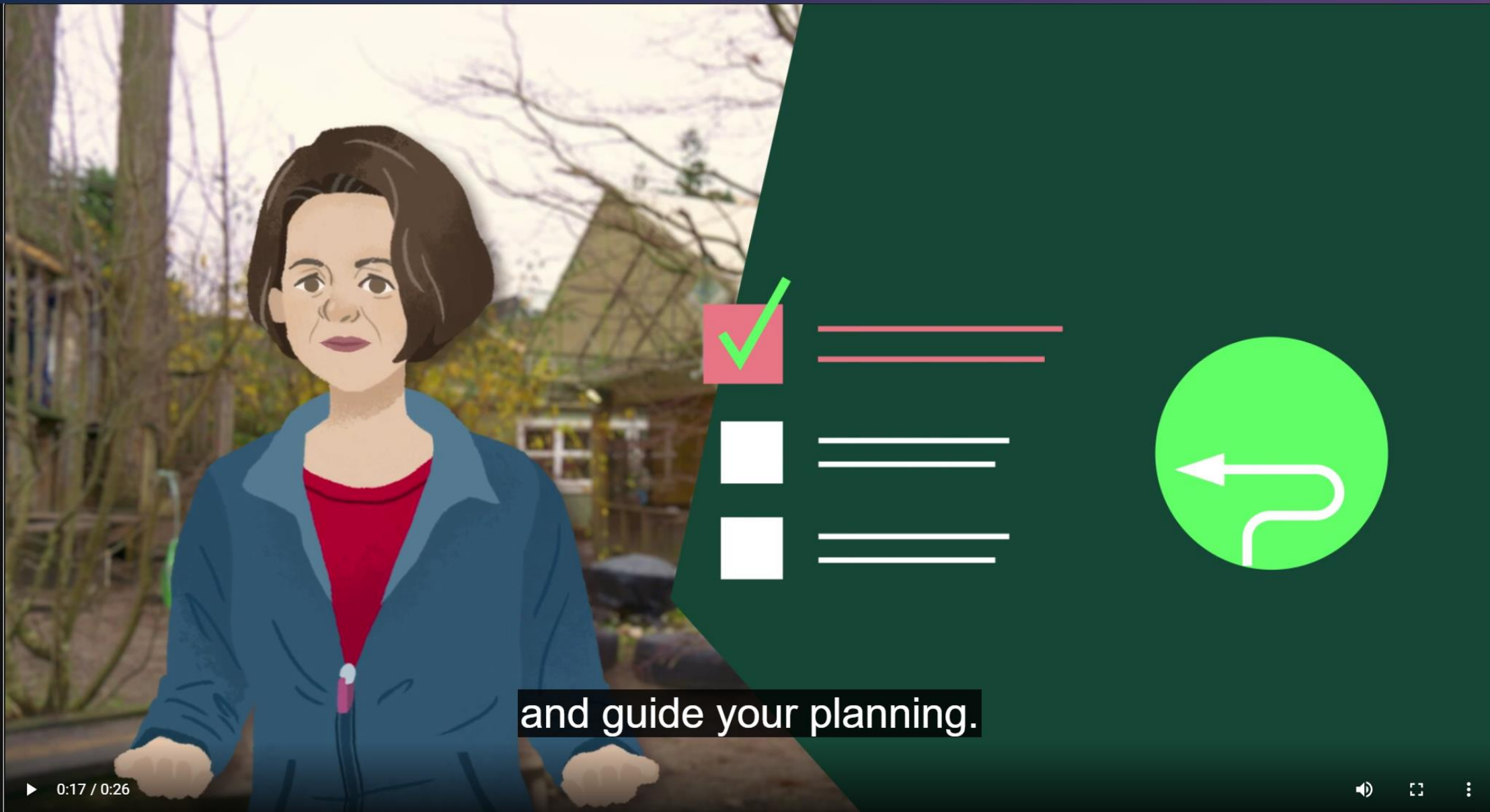
▶ 0:09 / 0:26

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▶ 0:16 / 0:26

🔊 🗄️ ⋮



and guide your planning.

▶ 0:17 / 0:26

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▶ 0:21 / 0:26





but in case you need it,  
there's a list to give you ideas.

▶ 0:23 / 0:26

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What is the one main reason why you want to support children's outdoor play opportunities?

My reason is...

Here are some examples if you get stuck ^



To encourage joy and fun



To build my relationship with children



To help children build resilience and independence



To promote physical activity and movement



To expand my pedagogical practice



To reduce exposure to communicable diseases

Next



▶ 0:02 / 0:11

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to support children's outdoor play  
at your centre.

▶ 0:03 / 0:11

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By recognizing what you are already doing,

▶ 0:06 / 0:11





you can build on these activities moving forward.

▶ 0:09 / 0:11

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How do you currently support children's outdoor play at your centre?  
(Select all that apply)

I make sure children get outside everyday

I provide loose parts for play

I make it easy for children to go outside when they want to

I say 'yes' as much as possible to children's play ideas

I support children's risk taking

I conduct risk-benefit assessments to support risk taking while managing hazards

I provide appropriate supervision

I join children's play in a non-intrusive way

I document children's learning and make it visible

I reflect on my learning

I communicate with other people about the

I seek learning opportunities on how I can

Next



It can seem like so many things  
get in the way



of supporting  
children's outdoor play.

▶ 0:04 / 0:22

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▶ 0:07 / 0:22





▶ 0:12 / 0:22

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focus your journey to overcome it.

▶ 0:15 / 0:22

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▶ 0:18 / 0:22





to manage the most common challenges.

▶ 0:20 / 0:22

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What gets in your way the most in supporting children's outdoor play?  
(Select one)

I worry about injury or liability

I worry that parents, colleagues or licensing officers don't support outdoor play

My centre's space is not good enough

I don't trust my ability to manage children's risk taking

Children don't know how to keep themselves safe

Our centre doesn't have the right clothing/gear for being outside

I don't like being outside, especially in bad weather

We don't have enough time for outdoor play

Other

Next

## Chapter 1 Summary

**Were you inside or outside?**

Outside

**Were you taking risks?**

Yes

**What was your favourite thing to do?**

- Playing group games, such as tag or hide-and-seek
- Cycling, skateboarding, or scootering
- Climbing trees or structures
- Playing on playground equipment
- Imaginative play

**What did you get out of it? How did this experience influence you?**

- Courage
- Curiosity
- Creativity
- Independence
- Physical competence

[Next](#)

## Chapter 2: **Scenarios**

Imagine yourself as the educator in each interactive video scenario. Think about what you would do in these situations. Your choices will impact what happens in the story and the outcomes. Think about what influenced your decisions and hear from other educators as they share their perspectives on each situation.

**CONTINUE**

**Click on a scenario to start the experience!**

## Chapter 2: Scenarios



Communicating with Parents/Caregivers



Rough and Tumble Play



Play at Speed



Play at Heights



Conflict Resolution



Play with Loose Parts





"Are you excited to see your friends?"

NEXT ►





"Yes!"

NEXT ►



"It rained last night and we have lots of puddles to play with today!"



NEXT ►



"Good morning! Are you excited about playing out in the puddles today, Kate?"

NEXT ►



"We're going to head straight outside this morning. Is your raingear in your cubby?"

NEXT ►



"It's such a cold and rainy day, I don't think it's a good idea for Kate to be outside today. I'd like her to stay inside where it's warm and dry and she won't get sick or dirty."

NEXT ►



The educator needs some advice! Click here to help them make a decision.

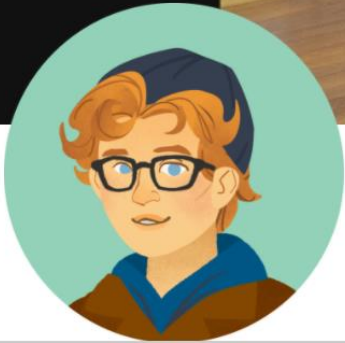




"What should I do?"

- ▶ Keep Kate warm and dry with indoor activities
- ▶ Get Kate kitted up from the gear library





"Okay, we'll make sure Kate has plenty to do indoors today."

NEXT ►





Watch Alternate Ending

Or

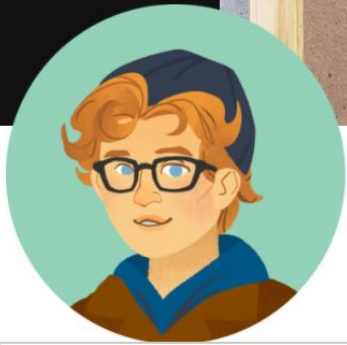
Watch Debrief



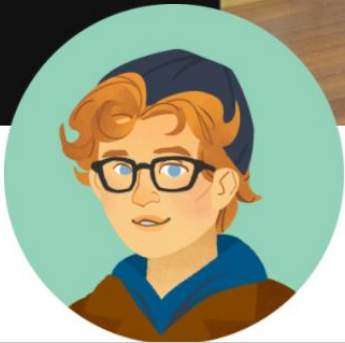


"I understand that you want Kate to be healthy and safe and that it could be hard to feel that she will be ok outside."

NEXT ►

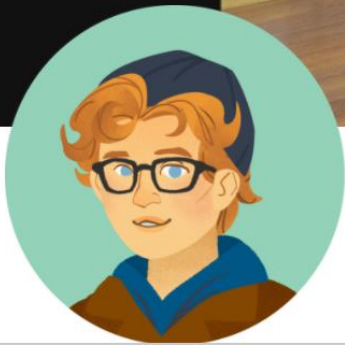


"At this centre, we really want to make sure that the children spend a large portion of their time playing outdoors because it comes with a wide range of benefits that they can miss out on when they stay inside."



"How about we give it a try today and you and I talk again at the end of the day? I can share what Kate did today and what she learned and how she benefited."

NEXT ►



"That might make it easier to see how outdoor play could be important for Kate in particular. You are also welcome to come by anytime and see Kate playing and exploring outside. You can see how engaged she is playing, creating and learning outside."

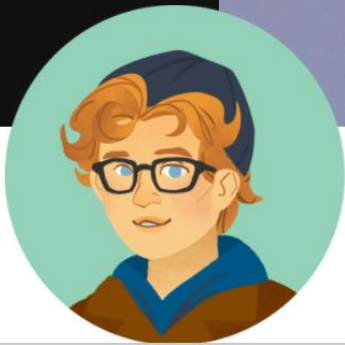
**NEXT** ►



"Okay, let's see how today goes."



NEXT ►



"Great! The first step is to make sure Kate is in the right gear for the weather so that she is comfortable and warm while outside."

**NEXT** ►



"This is our gear lending library. It's full of gear of different sizes for different types of weather. Let's find the right stuff together for Kate so she can have fun with the other children."





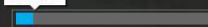


**Melanie Walters** Program Manager

Child Care Services | Student Housing and Community Services, UBC



00:02



What's the most important thing you learned?



I learned...

Here are some examples if you get stuck ^



Play outdoors opens up new possibilities that may not be available indoors and has unique benefits for children.



High quality outdoor play can help children's learning, socio-emotional development, self-confidence, critical thinking skills, creativity, physical movement and many other benefits.



Children need to be active for at least 180 minutes daily and outdoor play can help them meet this benchmark.



People will have different comfort and familiarity with outdoor play. Introduce new ideas slowly and respectfully.



Find repeated opportunities to connect with parents about outdoor play and how their child is benefiting.



Pedagogical narration can be an important way to share learning with parents and children



Outdoor play can occur in all weather, with the right clothing.



Being outside in all kinds of weather helps build children's immune systems. It is harder to transmit some viruses outdoors.

Save and Continue



## Chapter 2: **Scenarios**



Communicating with Parents/Caregivers



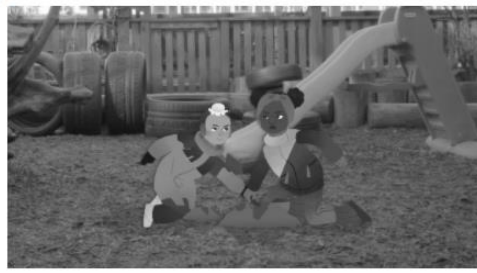
Rough and Tumble Play



Play at Speed



Play at Heights



Conflict Resolution



Play with Loose Parts





"Let's play swordfighting!"

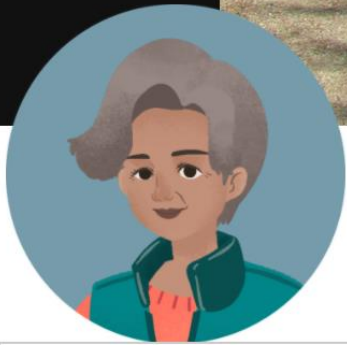
NEXT ►



"What should I do?"

- ▶ Sticks are dangerous, stop the children!
- ▶ Talk to the children about consent and safety

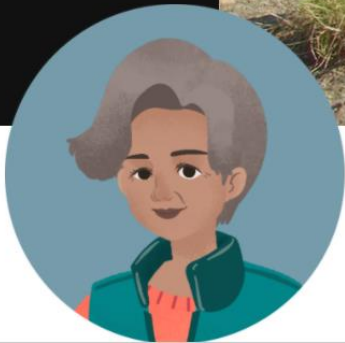




"This is not acceptable play. We don't play with sticks and weapons."



NEXT ►



"Sticks can be dangerous!"



NEXT ►







"When we play with sticks, we might get hit by sticks. Does everyone understand this and agree to be careful with each other's bodies?"

**NEXT** ►



"Ow! That hurts!"

NEXT ►



"Sorry..."



NEXT ►



"Don't hit so hard next time."



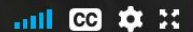
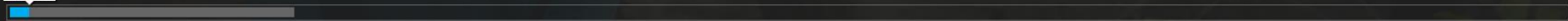
NEXT ►



**Melanie Walters** Program Manager

Child Care Services | Student Housing and Community Services, UBC

00:01



What's the most important thing you learned?



I learned...

Here are some examples if you get stuck ^



There is a difference between hurting another person out of anger and willingly participating in a game of rough-and-tumble play.



Rough-and-tumble play can teach children movement skills, build their confidence, social rules, and perspective-taking.



Rough-and-tumble play can be an opportunity to learn about consent.



Rough-and-tumble play can be an opportunity to learn about risk management.

Save and Continue



## Chapter 2: **Scenarios**



Communicating with Parents/Caregivers



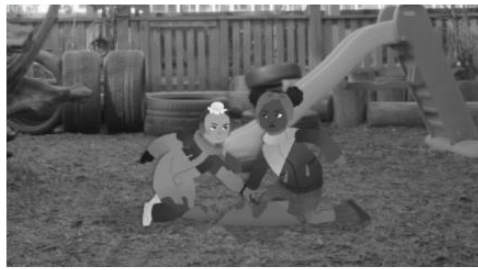
Rough and Tumble Play



Play at Speed



Play at Heights



Conflict Resolution



Play with Loose Parts





"Let's play tag!"



NEXT ►





"Carlos, you're it!"

NEXT ►



"What should I do?"

- ▶ It's wet and muddy, let's play indoors.
- ▶ Let the children keep playing





"Be careful!"



NEXT ►



"The ground is muddy and slippery, so why don't we play tag some other time"



NEXT ►





"Got you! Now you're it!"

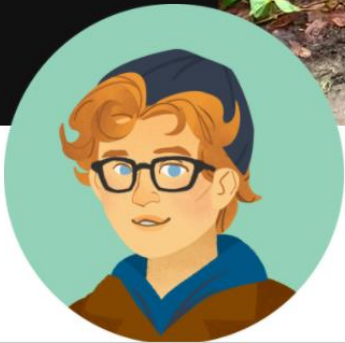


NEXT ►



"Look at me! I'm all muddy!"

NEXT ►



"That looks like so much fun!"



NEXT ►



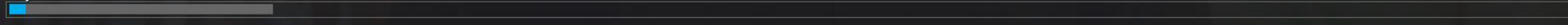


**Robert Buckler** Early Childhood Educator

Discovery Daycare



00:01



What's the most important thing you learned?



I learned...

Here are some examples if you get stuck ^



The limits I put on children's play can be arbitrary and reflect my own biases.



The likelihood of a serious injury resulting from children's risky play is extremely low.



Loose parts, like mud, water, sticks, can provide wonderful play value and bring joy.



Experiencing how to manage running and playing in different environments and under different conditions helps children learn how to move their bodies and develop risk management skills that they can use in other situations.



When I say "be careful" I am saying "I am afraid for you and uncomfortable with what you are doing." The child hears "I don't trust you to keep yourself safe."



Breathing deeply for several breaths can help me calm my anxiety and give some time for me to see if the children actually need or ask for my help.



Children with exceptionalities also need to be able to choose their play and engage in risk taking behaviour.



My familiarity and relationship with the children can help me learn the capabilities of each child, how much support I need to provide and help build trust in their abilities to keep themselves safe.

Save and Continue



## Chapter 2: Scenarios



Communicating with Parents/Caregivers



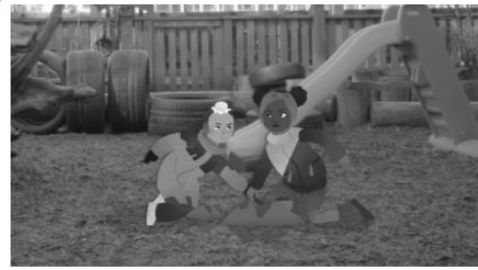
Rough and Tumble Play



Play at Speed



Play at Heights



Conflict Resolution



Play with Loose Parts





"Hey Jasmine! Do you want to come play up here too? It's fun!"



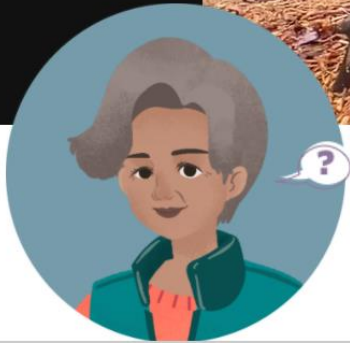
**NEXT** ►



"There's a good place to grab with your hands here, and you can put your feet there."



**NEXT** ▶



"What should I do?"

- ▶ Keep an eye on Jasmine and see how she gets on
- ▶ That was close, give Jasmine a hand





"Be careful!"



NEXT ►



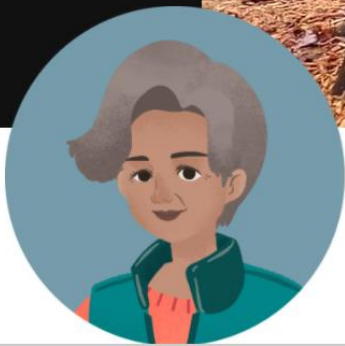
"This is too dangerous for you to climb on your own! Next time, make sure you call me so I can help you up."



**NEXT** ►







"I like the way you're climbing, using both your hands and feet and maintaining three points of contact. What's your next move?"



**NEXT** ►



"I'm going to grab on there and pull my foot up here"



**NEXT** ►



"Good for you! You were brave and made it up all by yourself!"



**NEXT** ►

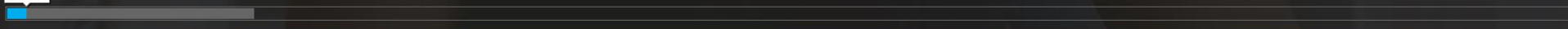


**Angie Sanghee Gil** Early Childhood Educator

Tillicum Daycare



00:02



What's the most important thing you learned?



I learned...

Here are some examples if you get stuck ^



Children need direct experiences with risk taking and risky play to develop risk management skills.



When children manage their own risks, they can learn to trust themselves and increase their self-confidence by having succeeded on their own.



Setting unnecessary limits and boundaries around the children's play can have a cost to my relationship with children. They can feel frustrated, disengaged, and may even need more of my attention to help find things to do, rather than figuring it out for themselves.



Facilitating the children's risk taking can help me learn about what children are capable of, find new possibilities for play, and find shared joy with the children.



Risk benefit assessment principles can guide how I facilitate the play.



My familiarity and relationship with the children can help me learn the capabilities of each child, how much support I need to provide and help build trust in their abilities to keep themselves safe.



Projecting my anxiety or fear through words or body language can increase the children's fear and make it harder for them to trust their own risk management decisions.



It is important to not lift children up, but rather let them climb on their own.



I can provide helpful prompts for children's own risk management (e.g., "What is your next move?"), rather than making the decisions for them.



Breathing deeply and counting to 17 can help calm my anxiety and give some time for me to see if the children actually need or ask for my help.

Save and Continue



## Chapter 2: **Scenarios**



Communicating with Parents/Caregivers



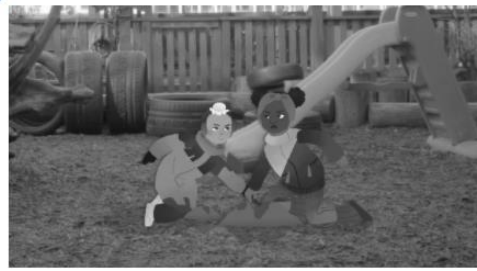
Rough and Tumble Play



Play at Speed



Play at Heights



Conflict Resolution



Play with Loose Parts





"I was using that! Give it back!"



**NEXT** ►

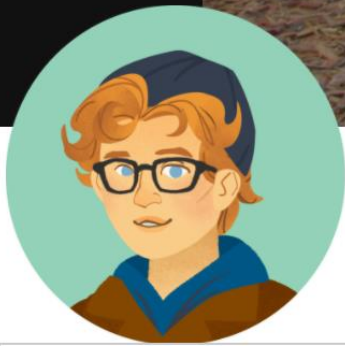




"What should I do?"

- ▶ Help the children talk through what to do next
- ▶ Remind the children they have to share

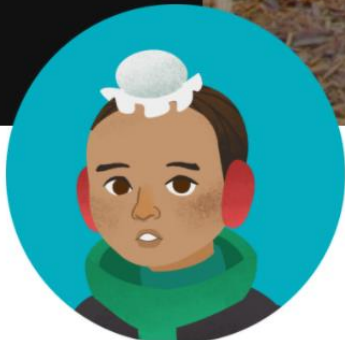




"There aren't enough shovels to go around. It is important to share so everyone gets a turn."



**NEXT** ►



"My turn!"



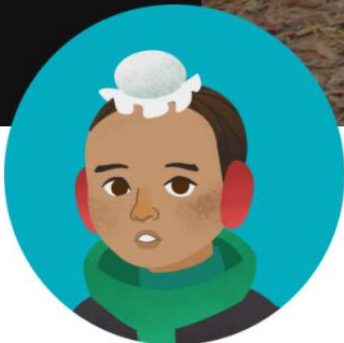
**NEXT** ►



"No! I get to finish my turn first!"



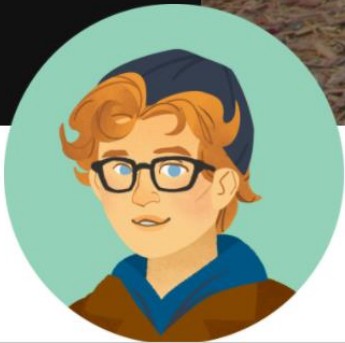
**NEXT** ►



"Lea won't share! She's not being fair!"



**NEXT** ►



"If you can't share and take turns nicely, then I'm going to have to take the shovel away and no one gets to play with it."



**NEXT** ►



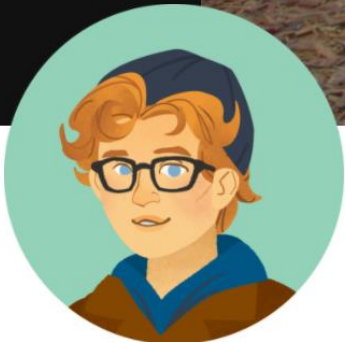
Watch Alternate Ending

Or

Watch Debrief



SKIP ►

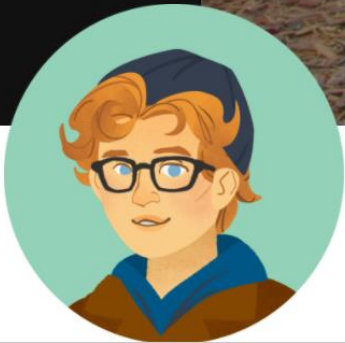


"It can be hard when there aren't enough of what you want to go around. We have to remember that these things don't belong to any one of us, even if you got there first."



**NEXT** ►





"We have to be patient in taking turns and not grab something from someone but rather check in to see if they're ready to let us use it."

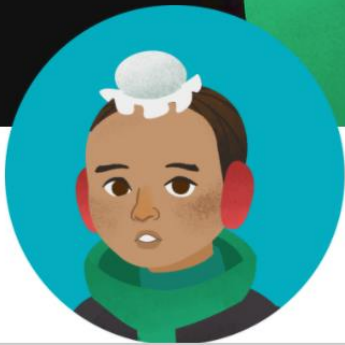


**NEXT** ►



"Alex, what words could you use to see if Lea is ready for you to use the shovel?"

**NEXT** ▶



"Can I have the shovel?"



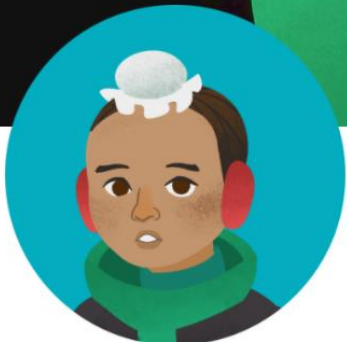
NEXT ►



"Yes, you could ask Lea if it's being used for anything. Do you want to try asking that now?"



**NEXT** ▶



"Is it being used for anything?"



**NEXT** ▶



"Yeah, I need it"

NEXT ►



"Lea, maybe you could let Alex know when you're finished?"



**NEXT** ▶

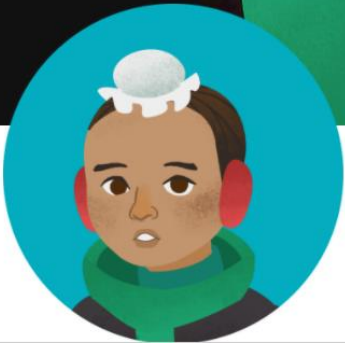


"I'm digging. I don't know when I'll be done."



**NEXT** ►

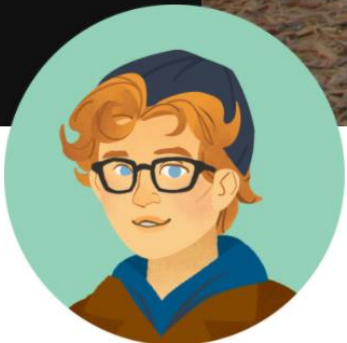




"That's not fair! I want to use the shovel. When's it my turn?"



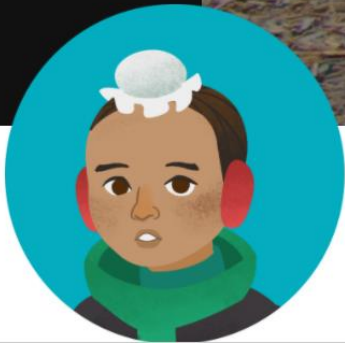
**NEXT** ▶



"Lea isn't finished yet. Is there something else that you could use? Where do we keep the shovels?"



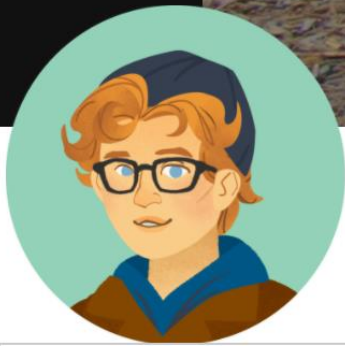
**NEXT** ►



"There are no more shovels!"

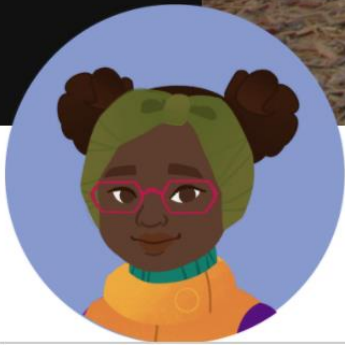


NEXT ►



"Let's take a look and see if we can find something else you can use."

**NEXT** ►



"I'm done with the shovel now. You can have it."



**NEXT** ►

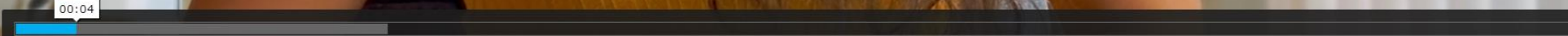


**Angie Sanghee Gil** Early Childhood Educator

Tillicum Daycare



00:04



What's the most important thing you learned?



I learned...

Here are some examples if you get stuck ^



Conflicts are caused by a struggle over power, rather than materials.



Focus on creating a norm that all materials belong to everyone and sharing requires turn-taking, patience and consideration.



Rather than forcing children to share, I can support children in resolving their own conflicts, help them build their negotiation skills, or help them identify other materials that they can use instead.



I don't have to step into every conflict, but rather give children time to sort it out on their own.

Save and Continue



## Chapter 2: **Scenarios**



Communicating with Parents/Caregivers



Rough and Tumble Play



Play at Speed



Play at Heights



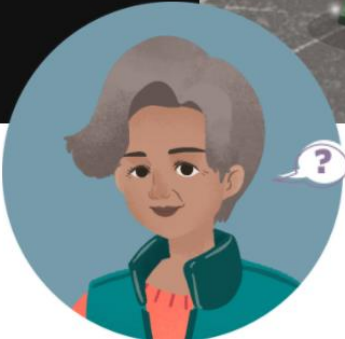
Conflict Resolution



Play with Loose Parts







"What should I do?"

- ▶ Support the children's risk management as they build
- ▶ Take over to show the children how to build safely





"That looks like fun! Let me help you put this together."

**NEXT** ▶



"You need to put these crates separate from each other, then take this tarp and put it over the top"



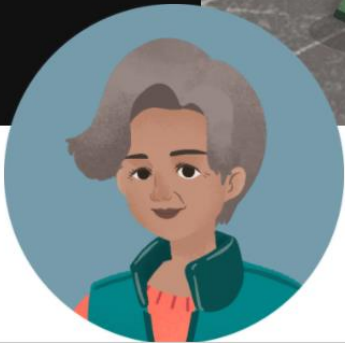
NEXT ►



"Make sure to clip the tarp down"



NEXT ►



"Let me place that plank. It looks too heavy for you."



**NEXT** ►



Watch Alternate Ending

Or

Watch Debrief





"We need to put this wood on top for a roof!"

NEXT ►



"Let's lift it together!"

NEXT ►

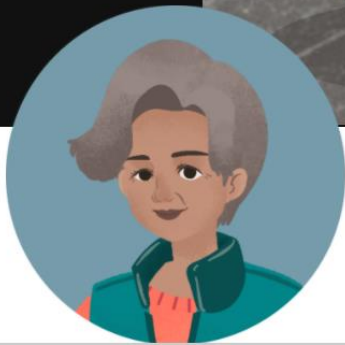




"It's too heavy! Can you help us?"



**NEXT** ►



"What are you trying to do?"

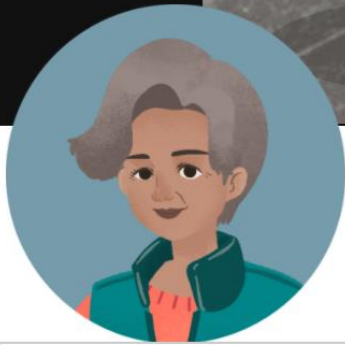


**NEXT** ►



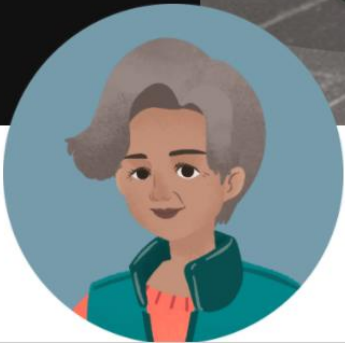
"We're trying to put a roof on our den"

**NEXT** ►



"Do you think those crates will be stable enough to hold that plank?"

**NEXT** ►



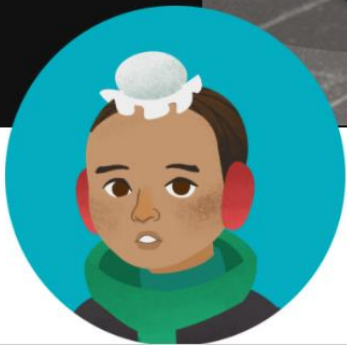
"What could happen if it's not stable enough?"

**NEXT** ►



"It could fall on our heads!"

NEXT ►



"What if we use the tarp as a roof instead?"



**NEXT** ►



"Good idea!"



NEXT ►





"How can we keep the roof from flying away?"

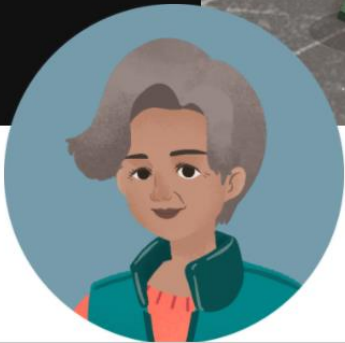
NEXT ►



"What about those clamps?"



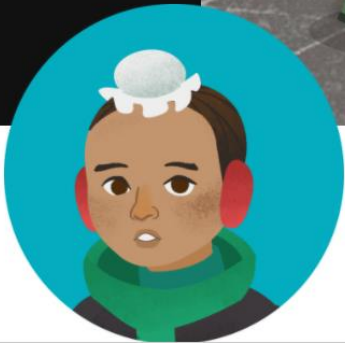
**NEXT** ►



"What would you want to make sure of when you are finding places to attach the clamps?"



**NEXT** ►



"We want to find places where they can attach to and make sure they won't slip"



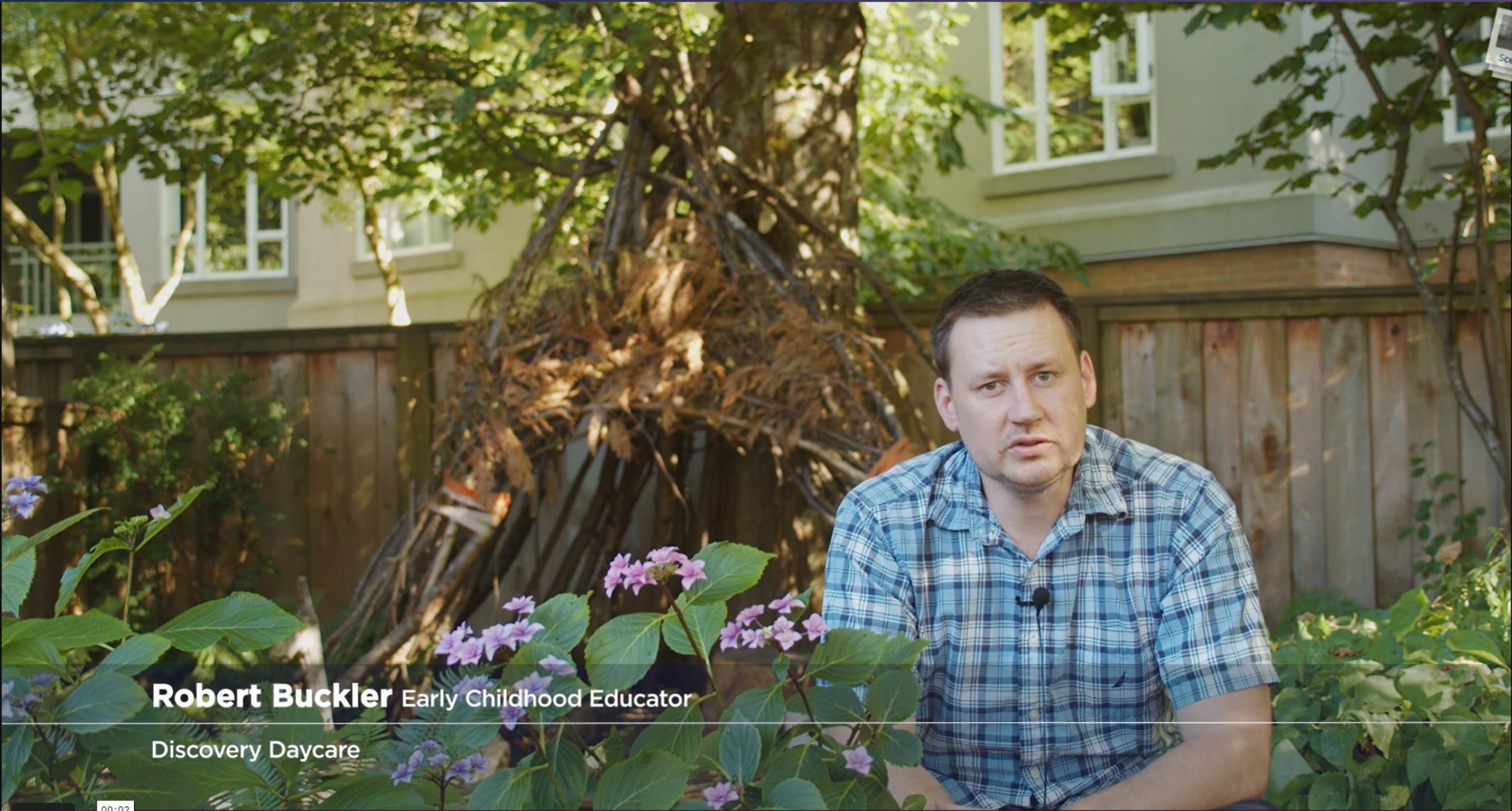
NEXT ►



"Yes, where might be the strongest places to attach the clamps to?"



**NEXT** ►



**Robert Buckler** Early Childhood Educator

Discovery Daycare

00:02

▶

📶 CC ⚙️ 🔍

What's the most important thing you learned?



I learned...

Here are some examples if you get stuck ^



Loose parts, like mud, water, sticks, can provide wonderful play value and bring joy.



Children's risky play experiences help them develop risk management skills



Risk benefit assessment principles can guide how I facilitate the play.



My familiarity and relationship with the children can help me learn the capabilities of each child, how much support I need to provide and help build trust in their abilities to keep themselves safe.



It's ok if children experiment "fails". This can be an incredible learning opportunity.



Recognizing when risks become too hazardous depends on the context and the child's abilities.

Save and Continue



# Chapter 2: Scenarios



Communicating with Parents/Caregivers



Rough and Tumble Play



Play at Speed



Play at Heights



Conflict Resolution



Play with Loose Parts

CONTINUE TO CHAPTER 3





What do you think the children get out of these experiences when their outdoor play was supported? (Select all that apply)

Confidence

Connection to the land

Courage

Creativity

Curiosity

Empathy

Independence

Joy

Leadership

Physical competence

Problem-solving

Resilience

Sense of belonging

Sense of freedom

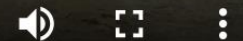
Spirituality

Next



Chapter 1 helped you think about

▶ 0:00 / 0:21





some of the things  
that you are already doing



to support children's outdoor play  
at your centre,

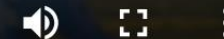


and you also identified the main barrier for you.



You thought about the main reason

▶ 0:12 / 0:21





you want to launch your journey

▶ 0:13 / 0:21





to support children's outdoor play at your centre.

▶ 0:15 / 0:21







To remind you, here it is:

▶ 0:19 / 0:21





**Personal "Why"**

To promote physical activity and movement

[Next](#)



In Chapter 2, you saw scenarios



that showed the most common challenges



identified by educators and strategies for managing them.



You also heard from experienced educators

▶ 0:11 / 0:53





sharing their insights on managing these challenges.

▶ 0:13 / 0:53





▶ 0:19 / 0:53







Think about **ONE** thing  
that you can do

▶ 0:24 / 0:53





to support children's outdoor play.

▶ 0:26 / 0:53





▶ 0:30 / 0:53





**Make sure it is concrete  
and achievable –**



that you don't feel  
overwhelmed by it.



▶ 0:40 / 0:53





▶ 0:43 / 0:53

🔊 🗄️ ⋮



and bring many rewards  
along the way.

▶ 0:46 / 0:53



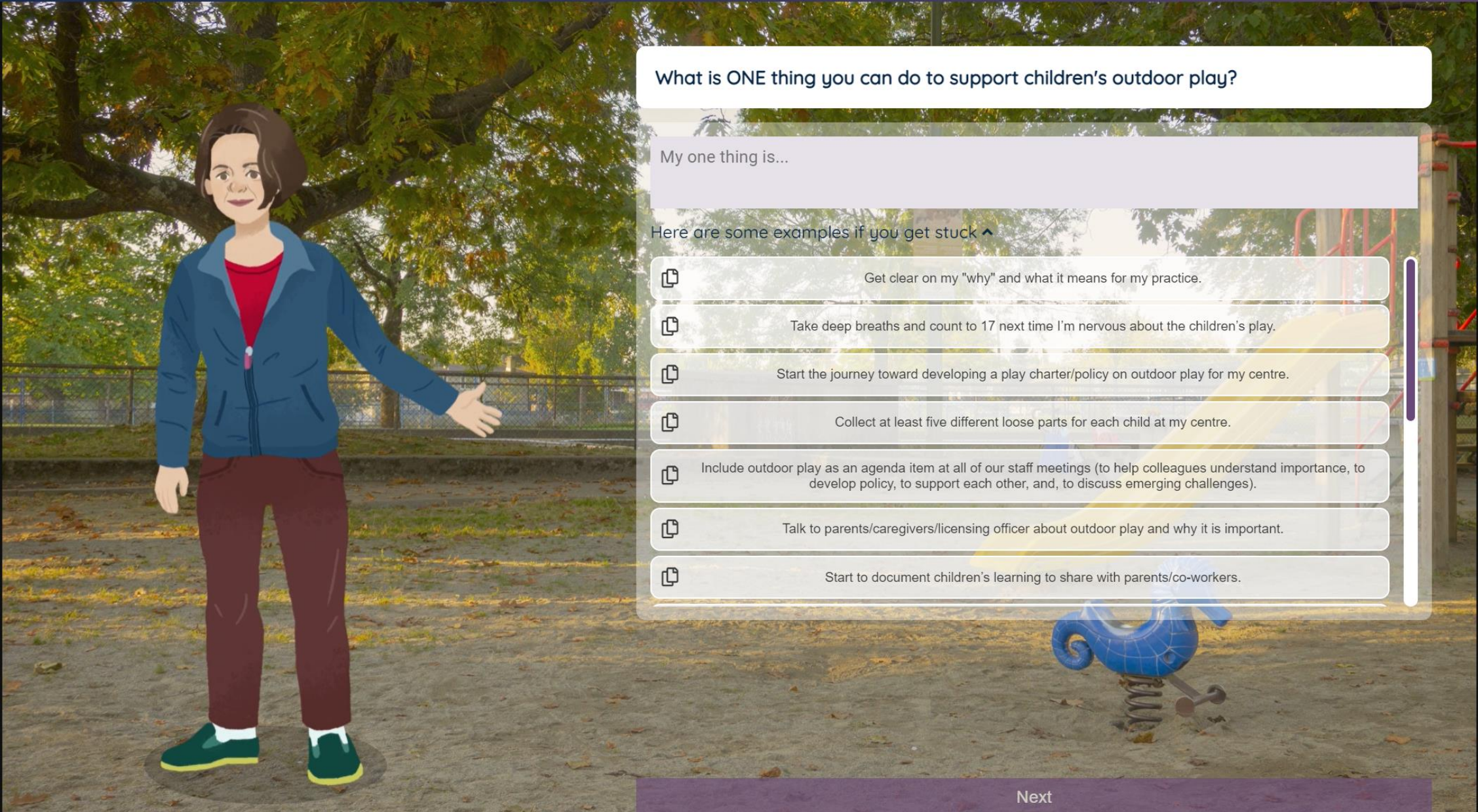




It's unrealistic to think you can change everything now.

▶ 0:49 / 0:53





### What is ONE thing you can do to support children's outdoor play?

My one thing is...

Here are some examples if you get stuck ^



Get clear on my "why" and what it means for my practice.



Take deep breaths and count to 17 next time I'm nervous about the children's play.



Start the journey toward developing a play charter/policy on outdoor play for my centre.



Collect at least five different loose parts for each child at my centre.



Include outdoor play as an agenda item at all of our staff meetings (to help colleagues understand importance, to develop policy, to support each other, and, to discuss emerging challenges).



Talk to parents/caregivers/licensing officer about outdoor play and why it is important.



Start to document children's learning to share with parents/co-workers.

Next



I will begin my plan:

◀ Mar 2021 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Save and Continue



**ACTION PLAN COMPLETE!**

See Journey Map

Resources

Save Action Plan

Download Certificate