

Logan's Play Action Plan



Enchanting the wellbeing for Logan children and
their families through the joy of play

Play Prospectus for the Logan
Community 2022 -2025



Play

Building Connected Healthy Communities

Acknowledgement

The Australian Institute of Play pay respect to the Traditional Owners and custodians of the Land on which our community lives, works and plays, the Yugambeh and the Yaggera people. We pay our respects to Elders past, present and emerging and seek their guidance and wisdom to ensure all children get the best start in life. We extend our respect to all Elders and Aboriginal and Torres Strait Islander peoples in Logan and across Australia



There is a considerable and coordinated effort happening right now in Logan to support healthy development and wellbeing of local children.

It is a widespread collaboration to make Logan the most playful city in the world. 468 representatives from 115 Logan organisations are taking play seriously.

These Play Action Plans took twelve months to shape. Co-created and co-designed to include input from the Logan Community.


Consultation with 199 Children from 31 Logan suburbs, highlighted challenges, and solutions to be able to increase play, where they live. From this 89 Logan grown-ups helped shape a 3-year strategy with 11 key priority areas.

We need your help to keep this momentum going as we work towards making Logan the most

Playful City in the World.



Achieving health and wellbeing for Logan's kids



This investment demonstrates recognition of the high value play offers, in terms of outcomes for children as well as families, elderly, neighbours, neighbourhoods, schools, early childhood services, communities, community centres, outside school hour providers, health professionals, commercial operators and many others.

These efforts are not only spreading a joyful and positive narrative within many of Logan's communities, but they are also eroding stigma, generating community pride and agency, tackling social isolation and loneliness, facilitating social cohesion, as well as helping children achieve healthy development and wellbeing.

The results are immediate. Seen through joy on the faces of children freely playing and the pride on the faces of the community members who are making this happen. Furthermore, the results are lasting, low cost and create agency offering empowerment to all involved.

Over the next 3 years we aim to continue the community momentum, expand on this success and grow play efforts across Logan. Our aim is to reach 90% or 60,000 Logan children, transforming community and enchanting change through the joy of play.





“When we first moved here I would stretch my answer to not say Woodridge. Now because of our street, because of our Kids I say Woodridge. It is easy now to turn around and say we live on the most incredible street”

Parent from the Woodridge Neighbourhood Play Network 2021

Why focus on play...

This is an evidence-based approach to
**support child wellbeing, healthy development
and community cohesion.**



There is a global trend towards the decline of play for children. Childhood is undergoing a significant cultural shift away from active, social and localised play. In less than 30 years there has been a dramatic shift in where childhood occurs. 73% of most people aged 30 and above played outdoors more than indoors, compared with just 13% of this generation (Planet Ark, 2011). There is a correlation between this and many increasing negative health trends such as rises in obesity, myopia, social isolation, loneliness, anxiety, stress, depression and other mental illnesses.

There is a growing body of evidence to support this correlation (Way to be, 2017). Just in terms of physical health, 'active play' is identified as the largest source of physical activity for Queensland children aged 5 to 15. However, Queensland children only engage in this activity 194 days per year, for an average of 64 minutes per day (Schottler, 2019). Based on Australian Government's Physical Activity and Sedentary Behaviour Guidelines, this means children are only getting half their required physical activity.

In 2014 the Australian Children's Physical Activity report card outlines that 81% of Australian children are physically unhealthy, suggesting that a significant contributor was the over reliance on sport for physical activity and efforts should be altered to focus on increasing opportunities for movement and play. Since 2014, three more reports have been conducted outlining further decline of activity especially in younger children (Active Healthy Kids Australia, 2014, 2015, 2016, 2018).

This trend is a global concern as identified in November 2019 by a Lancet study commissioned by the World Health Organisation which revealed a 'global epidemic of inactivity for children and issued global emergency on children's physical activity'. In this study, 146 countries were ranked based from the least prevalence of insufficient physical activity for school aged adolescents to the most. Australian children were 140th in this ranking, the worst performing high-income nation in the world. This indicates that children in Logan are amongst the most sedentary children in the world.

This is just the data around physical development of children. Children don't develop and grow in silos, what effects the body effects the whole person. Social, emotional, cognitive, language and development are impacted alongside this rise of childhood inactivity, also known as the decline of child-led free play (AEDC, 2018).





Logan's 2020-2021 play journey so far...

In 2018, the Queensland State Government launched its new Activate Strategy. A first 'whole of government strategy' aimed to increase physical activity for Queenslanders. From this strategy the Community Active Partnership program (CAPP) was born; a place-based approach to generate active solutions, by the community, for the community. A partnership with a local Collective Impact initiative, Logan Together, was formed to deliver a pilot program to increase physical literacy and social cohesion for Logan children aged 0 to 8 and their families. A 3-year funding program for Logan, totalling just under \$1,000,000 was launched in October 2019.

During the first 12 months, much effort was invested into consulting with the Logan community to understand the needs, challenges, and solutions for increased physical and social activity. These efforts were concentrated in Eagleby, Woodridge and Kingston due to high levels of physical vulnerability recorded in the Australian Early Development Census (AEDC). To ensure a strong evidence-base, a strategic governance body was formed, to inform and guide direction.



Research overwhelmingly identifies play as the highest form of physical activity and physical literacy development for children (Schottler, 2019), as well as a dominant channel for social development (Waytobe, 2017). The Logan community consultation efforts conducted by the CAPP team identified many barriers for children to play, especially where they live.

Several key Logan community stakeholders, highly concerned with the decline of play for local children, are now involved in a long-term coordinated effort to revive play. This also includes a group of Logan community members, supported by play professionals, forming the not-for-profit charity 'Australian Institute of Play' (AIP). This local Logan authority on play launched on 19 February, 2021 and was charged with local advocacy, influencing conditions and opportunities, and supporting children to have voice on issues directly related to their play.

Arising from the wealth of conversations captured as community voice, a 12-month review of the Play in Logan initiative tested the strategic direction. The Play Action Plans for Logan were redefined. Four play pillars were created to capture the community voice and drive direction for continued momentum and change.

Our Four Play Pillars



**Childhood
Voice**

**Play-based
Strategies**

**Capacity
Building
for Play**

**Playful
Research**

Our Four Play Pillars

Childhood Voice

Nothing about them, without them. Ensuring children are empowered to help us cater for their play needs. We will support children to share their thoughts and opinions on matters important to them, we will then commit to actioning changes which will allow children to have control over when, what and how they play.

Play-based Strategies

Related to the aforementioned actions, play-based strategies is one method of how we are delivering for children on their expressed play needs. Creating playful opportunities not only for children, but also leading by example, creating opportunities for community members to collaborate and role model high quality child-led free play provision for the community.



Capacity Building for Play

Working together with individuals, groups and organisations to build competence, capability and sustainability for child-led free play within the community. This will ensure long-term positive outcomes for Logan's children and the entire city of Logan.

Playful Research

Building the case for more child-led free play. Demonstrating the impacts for all, as well as growing awareness of the essentialness, value and power of play to transform communities, build community pride and create positive narratives for all involved.

11 Key priority areas to make Logan the most playful city in the world

1 Follow Current Research

We will be evidence driven and help build evidence on what good quality child-led free play looks like, to help grown-ups understand the value of play for Logan children.

2 Co-design with children/ incorporate child voice

We will listen to children on matters of importance to them and include children in the planning and design of play. This will include supporting other Logan child services to do the same and create their own child-listening processes.

3 Increase community connections

We will support more opportunities for children and grown-ups to meet and get to know each other, where they live to create feelings of safety and protection.

4 Increase play education

We will use tested and proven methods of support which teaches grown-ups to better understand high quality play and its value to children, as well as how best to facilitate high quality child-led free play.

5 Create free play events

We will help create no-cost child-led play events in Logan to promote high quality free play for Logan children. These events will be based on activities that are of interest to children.

6 More loose-parts play

We will help schools, community centres, early childhood centres, outside school hour care providers and other child services to create loose-parts play areas and have them open for children when they need them i.e. before school, after school, on weekends and during school holidays.

7 Increase access to playgrounds and play spaces

We will find ways to help children access parks, playgrounds and other spaces for high quality play more frequently. This includes working with playworkers, sports groups, schools, police, Council and other partners to help increase access opportunities and address safety concerns preventing play for Logan children.

8 Increase intergenerational play

More opportunities for all to play – children & grown-ups of different ages, in different spaces, doing activities to support everyone to receive the benefits of play.

9 Create more neighbourhood play network

We will work to support as many neighbourhood play networks to form in Logan as possible to help children to be able to play every day, where they live.

10 Create community play boxes

We will connect local organisations together help create as many community playboxes as possible and get these out into Logan neighbourhoods for children to access resources supporting play.

11 Increase advocacy and marketing for play

We will promote the importance of play and all benefits children receive from play to the community and important people who can help make more time and space for play in Logan. This includes working with other child services to share positive play stories from the community.

Continued Logan's 2020-2021 play journey so far...



12 month review of
CAPP created 4 pillars of the
Logan Action Plan

Pillar 1

Childhood
Voice

Pillar 2

Play Based
Strategies

Pillar 3

Capacity
Building for
Play

Pillar 4

Playful
Research

Logan Together and Australian
Institute of Play partnered to co-design
and co-create the 2022-2025 play
action plans with Logan children and
grown-ups.

Widespread effort to consult Logan
children on place-based considerations
on supporting them to be able to play,
every day, where they live.

Oct 28 - 30, 2021

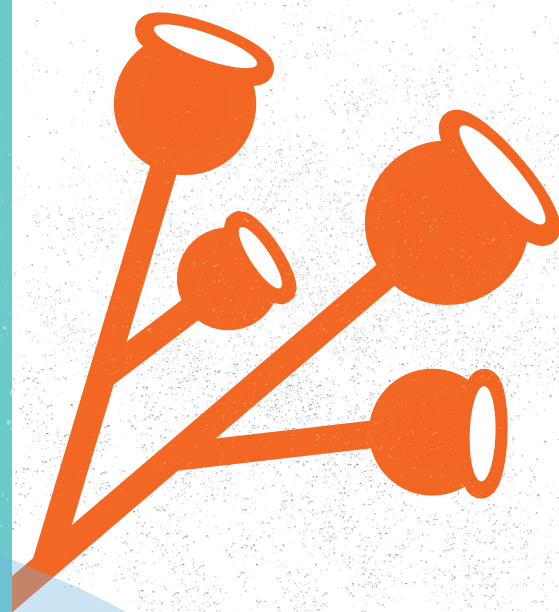
Delivered a 3- day Childhood
Summit to celebrate extensive
community efforts to increase
play, listen to Logan Children
as well as co-design and
co-create 2022 to 2025 Logan
Play Action Plans

Key priority areas

1. Follow current research
2. Co-design with children/ incorporate child voice
3. Increase community connections
4. Increase play education
5. Create free play events
6. More loose-parts play
7. Increase access to playgrounds & play spaces
8. Increase intergenerational play
9. Create more neighbourhood play networks
10. Create community playboxes
11. Increase advocacy and marketing for play



11 priority areas were identified to
make Logan the most
Playful city in the world



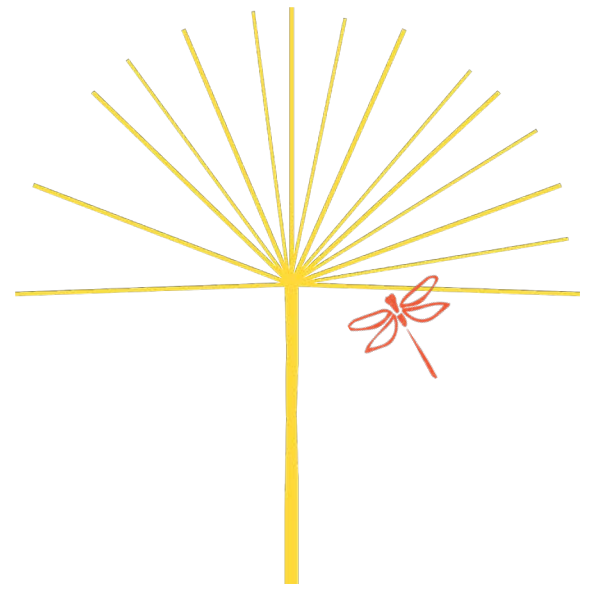
Finalised 2022 to 2025 Logan Play Action Plans and begin search for support to bring the Logan Play Action Plans to life and make Logan the Most Playful City in the World



Support a group of active and community orientated Logan Children to form the Children In Action – to act as children's reference group for Logan, who have tested and endorsed 2022 to 2025 Logan Play Action Plans



A demonstrated shift for Logan's Children



Since inception, Logan's Play Action Plans have reached 21,998 Logan children. This means 1-in-3 Logan children now have increased opportunities and conditions for quality, child-led free play. In many instances this impact is deep and long lasting.

Deep listening to Logan children on their play

199 of Logan's children aged two to 15 explored their perceptions of play through a series of creative workshops. These voices have become the foundations for all CAPP and AIP efforts.

Neighbourhood Play Networks

Three networks have been created in Woodridge, Eagleby and Kingston, connecting and supporting over 80 local children and their families. Supporting Community members to transform their neighbourhoods into connected, cohesive, proud and playful sanctuaries for their children.

Neighbourhood Play Forums

77 community members from four Logan Communities identified the main barriers to neighbourhood play including fear of strangers, traffic, not knowing neighbours, negative child behaviours, and lack of supervision.

Transforming Schools Through Play

15 Logan Schools have engaged in a shift towards quality child-led free play. All are seeing immediate positive results. Two schools have seen a 50% decrease in student negative behaviour incidents, and positive increases in education experiences for students, Teacher wellbeing, shifts in school culture, community perceptions of the school and a rise in academic results.

"My neighbourhood is more comfortable to me now, because I know people and I know if something bad happens people can help me"

Child from the Woodridge

Neighbourhood Play Network 2021

Enchanting Collaboration and Community Leadership through Play Events in the Logan Community

25 collaborative playful events for thousands of Logan children and their families. Including 2 Days of Play, Mobile Outreach, Under 8's Week, 3 Jarjums Matter events. These have been delivered across 8 suburbs of Logan. The 2021 Childhood Summit, Pop-Up Play sessions for playgroups, early childhood centres, community hubs and more. These events facilitated coalition and collegiality between local services and other partners in Logan. This supported a coordinated effort to help Logan's children and their families, all facilitated through play. 115 Logan organisations have shared in the vision, purpose, and responsibility of delivering child-led play opportunities. This created thousands of introductions between community services and Logan families and the children.

Building a Logan Play Army

To increase the sustainability of this approach, 468 Logan professionals, from over 115 local organisations, who support over a third of Logan's children, completed play-centric professional development. The aim is to increase the capability and quality of play provisions across Logan for long-term change and grow a new positive and joyful play narrative. This includes representatives from 12 community centres, 53 early childhood centres, 3 First Nations representative groups, 15 schools as well as playgroup providers, health providers, service providers, commercial operators, and a land developer.

Advocating for Play Through Research

Alliances with Queensland University of Technology, University of Queensland, Griffith University and Centre for Social Impact and QATSICPP have been formed to rigorously capture the impact in supporting

child wellbeing and healthy development as well as social inclusion and community cohesion. Four current research projects include:

1. Evaluations of 10-week, weekend community child-led free play program in Berrinba East. Examining the impacts of play to support physical activity, social development and social connectedness. Collaboration between University of Queensland, Logan Together, First 5 Forever and Berrinba East State School
2. A Case study on the power of play to transform schools in Logan and achieve great outcomes for Logan children. This case study will compare Queensland Department of Education data of 2 Logan schools' efforts to increase quality child-led free play for their students and the impact this has had in relation to supporting children's healthy development, wellbeing, education as well as for the families, teachers and the community. Collaboration between Centre for Social Impact, QATSICPP, Logan Together, Eagleby South State School and Berrinba East State School.
3. How child-led free play supports education outcomes for Logan children. Teacher's reflections (pending university approval). A collaboration between University of Queensland, Logan Together and Eagleby South State School.
4. Social inclusion, child wellbeing and healthy development facilitated by a Neighbourhood Play Network. A collaboration research piece between QUT, Griffith University and Logan Together.

Supporting active play and Local Business through the Covid -19 lockdown

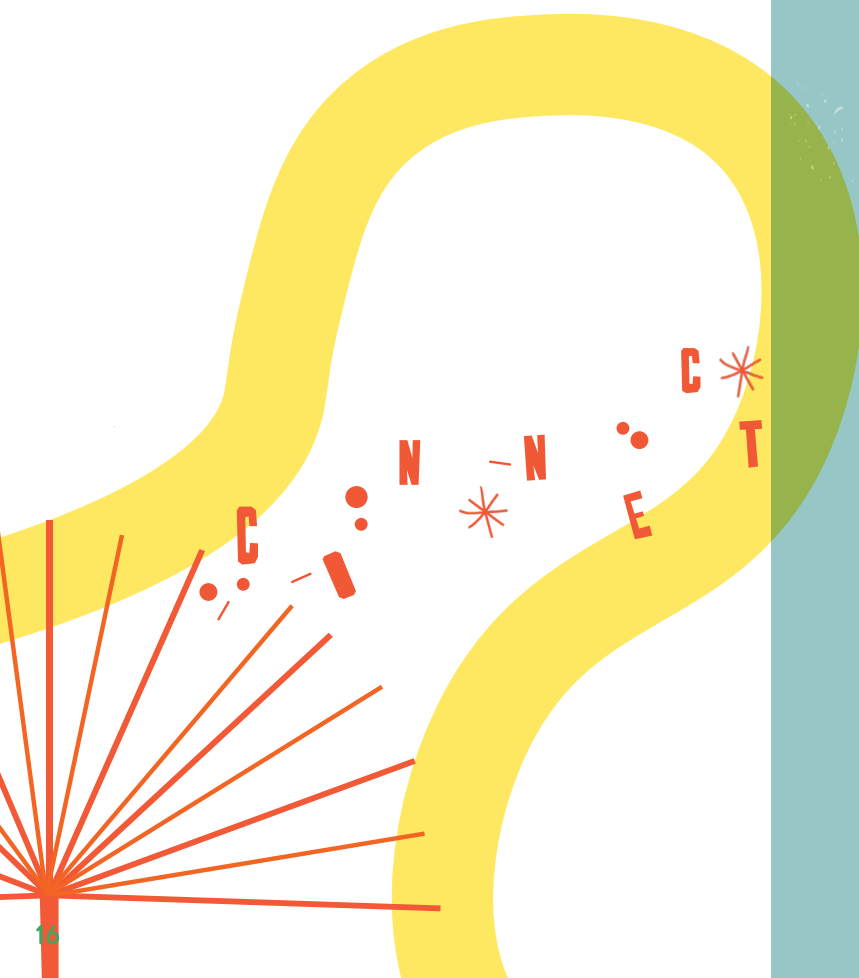
The CAP program reacted swiftly to support children and families to stay active and playful at home during COVID-19 lockdown, as well as provide ongoing employment for local business. This was done in recognition of the impact the lockdown would have on children and families, isolated at home and from play friends, as well as the employment downturn.

In March 2020, 1,580 Physical Activity Packs, containing play and sport equipment to use at home, were distributed to Logan's children through established partners. 19 Logan community services collaborated to support this initiative.

Between March to August 2020 the CAP program secured partnerships with 19 Logan physical activity providers, to create the online Logan Physical Activity Video Library. The library consisted of 116 playful physical active episodes, made by Logan active coaches covering 18 physical activity interest areas for Logan's children aged 2 to 12. These active play videos were viewed 2,600 times during lockdown in 2020 and then re-activated during snap lockdowns in 2021.

Mobile Outreach (Eagleby, Kingston, and Woodridge): The aim was to take services and playful physical activity to the community during COVID-19 restrictions which limited community movements. Sixteen weeks of delivery was completed, with four weeks in both Eagleby and Slacks Creek and eight weeks in Woodridge.

Over this time 430 children and 230 adults were involved, and 15 community services were linked into these communities.





“Now it is not only about the children but it is also about the adults of this street, knowing that there is someone over the road that you could rely on if you needed”

Parent from the Woodridge
Neighbourhood Play Network 2021

• - T • R • S • T

Enchanting playful community action

As a result of the Logan Play Action Plan listed above, a multitude of play efforts across Logan have been inspired and are unfolding for the Logan community.

Here are a few stories demonstrating how play is enchanting community action.

“Although this was a bit of a shady area, we are the best street now. In the world”

Child from the Woodridge
Neighbourhood Play Network 2021

Curious Communities

10-week program of Saturday child-led free play sessions at Berrinba East State School, staffed with Logan Playworkers and no cost for the community. Over 1,400 people attended, of which 75% were from Logan. Two more 10-week Curious Community Play programs are being scheduled for 2022 in Eagleby and Woodridge.

Loose Parts Play

Woodridge North State School introduced loose parts play to support creative writing at school. Year four to six students have been building villages from nature and other loose parts. The idea was so engaging for the students and the creativity so high, it has stimulated other staff to explore this approach to learning.

Whole of School Play Action Plan

Berrinba, Eagleby, Eagleby South, Kingston and Burrowes State Schools have developed a whole-of-school Play Action Plan to revitalise child-led free play for their 2,987 children. This includes new play spaces, all staff completing play professional development, increasing children's input into the design, governance of the spaces and increasing play time.

Community Hubs, Mud Kitchens & Logan Men's Shed

Woodridge North, Woodridge, St Francis, St Pauls and Marsden Community hubs have introduced mud kitchens at their centres for the 80 plus multicultural family groups that attend each centre. These were built by the Logan Men's Shed.

Self-run Neighbourhood Play Networks

Logan parent has begun establishing neighbourhood play network in Daisy Hill for her son and the children in the local area.

Messy Mondays

A community hub in Woodridge started a weekly free play session to work with parents and little children to connect them with child-led free messy play in nature. Regularly has 70 children per week attend from the Woodridge area.

-  Location of pop-up Play Events
-  Number of Playworkers trained
-  Location of Neighbourhood Play Networks

199
Childrens
Voices Collected
from 31 suburbs

Outside Free Play

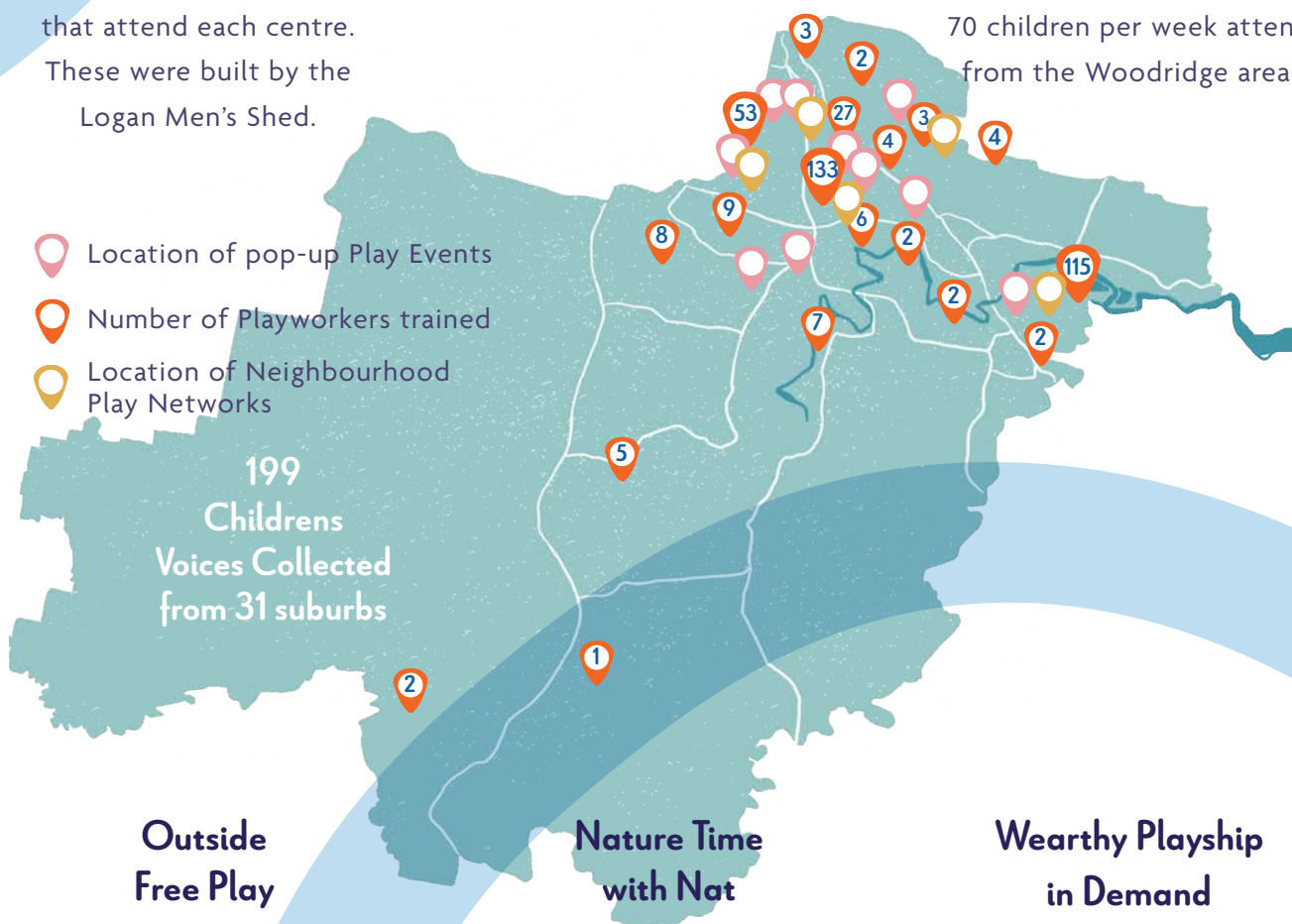
Crestmead and Bethania outside school hour care are adopting more outdoor free play, child led opportunities. This ensures free time for children is spent engaged regularly in high quality free play.

Nature Time with Nat

Mums n' Bubs Logan, a network of over 20,000 Logan mothers coordinated by Nat Millar, delivers play groups. Since completing Playwork training, Nat now offers a very successful bush play group for Logan mothers and their children.

Wearthy Playship in Demand

Local Logan schools and Early Learning centres have developed a keen interest in the Wearthy Playship, and are requesting to hire this mobile Loose-Parts Play delight for their own setting as they recognise the play value it affords their children.





Long lasting impact for Logan's children

Since inception, Logan's Play Action Plans have reached 21,998 Logan children. This means 1-in-3 Logan children now have increased opportunities and conditions for quality, child-led free play. In many instances this impact is deep and long lasting.



Anecdotally across Logan, community members are deeply concerned for children and their healthy development. Consistently, stories from Logan's parents, school principals, teachers, early childhood educators, education consultants, occupational therapists, community workers, researchers and service providers point towards deficiencies in childhood.

Deficiencies that are eroded by increasing opportunities for child-led free play. Deficiencies such as decline of speech in young children, the rise of rates of anxiety, stress in childhood. Increases in school refusal, rise of suspensions in 5, 6 and 7-years old's from school due to behavioural outbreaks and children becoming safety hazards as well as decline in children generally knowing how to play.

There is now, in Logan, a significant adoption and movement towards increasing conditions and opportunities for quality child-directed free play as a powerful and joyous antidote to address all the issues outlined above.

Children of the Logan Neighbourhood Play Networks identified that having a neighbourhood for play eroded social isolation, loneliness, feelings of fear and distrust. Increased feelings of happiness and wellbeing, connection and cohesion in their immediate neighbourhood. It created many opportunities to develop social skills, talk constantly, practice language and how to be a good friend. It has provided many opportunities for the children to be active, learn new skills, gain confidence and competence, promoted weight loss and this increased localised play has helped them in other areas of their lives.

This includes doing better at school, playing more sport, getting involved in active extracurricular activities, decreasing screen time, and eating healthier. The children also suggested that having a neighbourhood play network has resulted in positive feeling towards their neighbourhood, reducing

stigma and building community pride. Children suggested that the neighbourhood play network made them realise it was good to have multiple back-up play options or other friend groups to play with, in case school friendships are not going well, suggesting the play was restorative and rejuvenating for children.

Parents of the neighbourhood play networks expressed that their children sleep better, supported their healthy language, communication, and social development, behave less erratically, are happier, settled and content. Parents also suggested that establishing neighbourhood play networks made the community feel safer and protective of their children.

Many Logan schools are adopting an approach to increase play. Principals are overwhelmed by the profound impact for the students, teachers and school culture. Attendance has increased, students are happier, have more friends, are more engaged, more resilient, less erratic, more creative and happier.

The high-quality play on offer at these schools resulted in reported behaviour related incidents reduced by half.

This means children are not getting into trouble during the day and are more involved in positive playful experiences. Resulting in happy children returning to class, and not carrying negative feelings associated with bad play experiences with them through the day. This also helps children who may have had a tough time at home, reset their brains and bodies, restore and not carry these experiences with them through the school day. All this helps children feel better about themselves, feel more competent and confident. All this helps children to be ready to learn.



Our reach table

	What the AIP will deliver with the Logan Community	Strategic Play Pillars	Logans Play Action Plan Priority Areas	No. Kids per year	No. Adults per year	Total Kids 2022 - 25	Total Adults 2022-25
Voice & Advocacy	Play Advocacy and Marketing	1, 2, 3, 4	1 - 11	-	-	-	-
	Child friendly neighbourhood workshops	1, 2, 4	1,2,3,4,7,8,9,11	60	8	180	24
	Child Voice Summit	1, 2, 3, 4	1-9, 11	72	246	216	738
	Logan Children Reference Group	1, 2, 3, 4	1,2,3,4,7,8,11	30	60	90	180
Play based Strategies	Neighbourhood Play Networks per year	1, 2, 3, 4	1 - 11	80	40	320	120
	Play time – 10 week - weekend or after school play sessions	1, 2, 3, 4	1-9, 11	2,400	7,200	7,200	21,600
	2x 2 Days of Play	2, 3	1,2,3,4,5,6,7,8,11	1,600	3,360	4,800	10,080
	Pop-up play sessions	2, 3	1,2,3,4,5,6,7,8,11	640	1,280	2,520	3,740
	Neighbourhood Play Network Manual	1, 2, 3	1 - 11	80	40	320	120
Capacity Building for Play	Bespoke Play Action Plans e.g., schools, community hubs, early learning centres, housing developments	1,2,3,4	1,2,3,4,6,7,8,11	1,600	100	4,200	200
	Playworker training	2,3,4	1,3,4,6,7,8,9,10,11	8,800	200	26,400	600
	Nature Play QLD - Outdoor Play training	2,3,4	1,3,4,6,7,8,11	1,200	60	3,600	180
	Nature Play QLD - Outdoor Play training	2,3,4	1,3,4,6,7,8,11	2,640	60	7,920	180
	Physical Literacy Workshops	2,3,4	1,3,4,6,7,8,9,11	1,050	70	3,150	210

Interactions with Logan Play Action Network over 3 years

60,916
Kids

37,972
Grown-Ups



“This bought awareness to building a community and having a safe place to play. I am proud of where I live”

Parent from the Woodridge Neighbourhood Play Network 2021



Investment

2022 to 2025 – Investing in a Playful Logan.

Coordinated and managed by Australian Institute of Play and part of the Logan Together movement



Child Voice and Advocacy

Logan Action Plan	No. per year	Total 2022 2025	Outcomes
Play advocacy and marketing Continue to increase awareness of the value of play through ongoing advocacy, marketing, and messaging of the importance of play for children.	On-going	On-going	<ul style="list-style-type: none"> Growing child agency Promoting healthy, active social play Increasing child citizenship More placed-based considerations and solutions Re-storying suburbs Growing community pride Promoting competence and confidence of children Community collaboration for play Increasing community services access to local children and parents Growing awareness of the value of play for children's wellbeing and development
Child friendly neighbourhood workshops Child voice workshops to give children a platform to be heard on place-based challenges and solutions of being able to play where they live.	2	6	
Child voice summit Two-day event for children to have a platform to inform community about issues important to them as community citizens.	1	1	
Logan Children Reference Group Facilitate a platform for a group of local children willing to act as a reference group to ensure matters of importance to them are heard, as well as support grown-up's to better deliver child-led free play efforts.	24	72	

Child Voice and Advocacy	Investment per year	
Total 3 year investment (GST inc)	2022 - 2023 (GST inc)	\$104,500
	2023 - 2024 (GST inc)	\$206,500 Inc 2023 Child Voice Summit
	2024 - 2025 (GST inc)	\$104,500
\$415,500		

Investment



Play Based Strategies

Logan Action Plan	No. per year	Total 2022 2025	Outcomes
Neighbourhood play strategies 6-month supported project building local play networks managed by local neighbourhood play champions	2	6	<ul style="list-style-type: none"> Connected children Connected parents and communities Increase daily active and social play Reducing stigma Growing local decision making Role-modelling child-led free play provision Increasing access to play Child-centric programming Re-storying suburbs Addressing place-based considerations Increasing capability and capacity to support child-led free play Spreading the joy of play Growing community pride Community collaboration Increasing community services access to parents and children
Play time 10 weeks Playworker worker staffed to supervised weekly play sessions scheduled for children on weekends, after school, before school or on school holidays. Supporting children's need for accessible, safe, interesting, child-centric, child-led free play.	4	12	
2 days of play Inspiring child-led free play events across Logan for thousands of children to join. To facilitate an extensive collaboration between community services, working together to role model child led free play for thousands of Logan children over 2 days.	2	6	
Pop up play sessions Small play sessions for Logan children, role-modelling high-quality child-led free play provision. Working with Logan partners to increase play proficiency and support capacity building.	8	24	
Neighbourhood Play Network Manual A resource to support community members to start their own neighbourhood play networks	1	1	

Play-based Strategies per year
Total 3 year investment (GST inc)

\$510,000

Investment per year

2022 - 2023 (GST in)	\$192,000
2023 - 2024 (GST inc)	\$159,000
2024 - 2025 (GST inc)	\$159,000

Investment



Capacity Building for Play

Logan Action Plan	No. per year	Total 2022 2025	Outcomes
Bespoke Action Plans Building capacity and capability of Logan professionals (e.g., schools, community hubs, early learning centres, housing developments) to support child-led free play	2	6	<ul style="list-style-type: none"> Growing local capability and capacity to support child-led free play\Increase daily active and social play Increasing access to play
Playworker Training Building capacity and capability of Logan professionals to support child-led free play	4	12	<ul style="list-style-type: none"> Child-centric programming Addressing place-based considerations Spreading the joy of play Reducing stigma
Nature Play QLD – Embedding Outdoor Learning Building capacity and capability of Logan professionals to support child-led free play	2	6	<ul style="list-style-type: none"> Role-modelling child-led free play provision Growing community pride
Nature Play QLD – Early Learning Support Small play sessions for Logan children, role-modelling high-quality child-led free play provision. Working with Logan partners to increase play proficiency and support capacity building.	2	6	<ul style="list-style-type: none"> Community collaboration Growing awareness of the value of play for children’s wellbeing and development

Capacity Building for Play	Investment per year	
Total 3 year investment (GST inc)	2022 - 2023 (GST inc)	\$67,500
	2023 - 2024 (GST inc)	\$67,500
	2024 - 2025 (GST inc)	\$67,500
\$202,500		

Total Funding Investment in Logan’s Children	\$1,128,000
Total In-kind Investment from Logan Community	\$ 1,066,048
Total investment	\$ 2,012,804

'Our Reach' Legend

CAPP Strategic Play Pillars

1. Childhood Voice
2. Play-based Strategies
3. Capacity Building for Play
4. Playful Research

Logan Play Action Prio-

1. Increase Intergenerational Play
2. Increase loose parts play
3. Increase social media on play
4. Increase community connections
5. Increase access to playgrounds & play spaces
6. Increase play education
7. Create more neighbourhood play networks
8. Create community playboxes
9. Co-design with children/child voice
10. Create free play events
11. Follow current research

References

Active Healthy Kids Australia. (2014). **Is Sports Enough? The 2014 Active Healthy Kids Australia Report Card on Physical Activity for Children and Young People.** [link](#)

Active Healthy Kids Australia. (2015). **The Road Less Travelled: The 2015 Active Healthy Kids Australia Progress Report Card on Active Transport for Children and Young People.** [link](#)

Active Healthy Kids Australia. (2016). **Physical Literacy: Do Our Kids Have All the Tools? The 2016 Active Healthy Kids Australia Report Card on Physical Activity for Children and Young People.** [link](#)

Active Healthy Kids Australia. (2018). **Muscular Fitness: It's Time for a Jump Start. The 2018 Active Healthy Kids Australia Report Card on Physical Activity for Children and Young People.** [link](#)

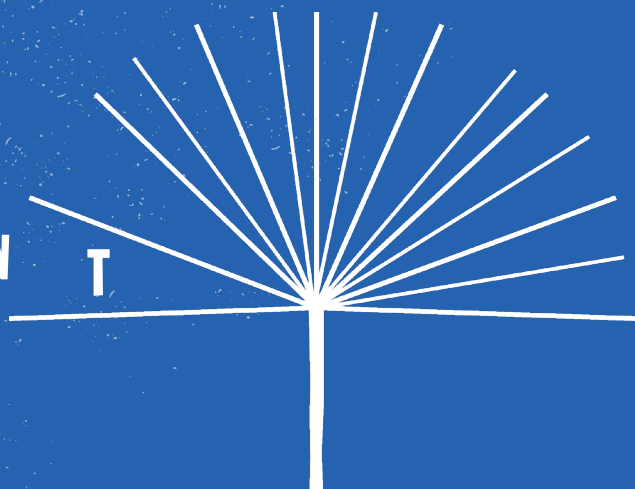
Guthold, R., Stevens, G. A., Riley, L. M., & Bull, F. C. (2020). **Global trends in insufficient physical activity among adolescents: a pooled analysis of 298 population-based surveys with 1·6 million participants: The Lancet Child & Adolescent Health, 4(1), 23-35.** [link](#)

Matricciani, L., Paquet, C., Frayse, F., Wake, M., & Olds, T. (2020). **Sleep profiles of Australian children aged 11–12 years and their parents: sociodemographic characteristics and lifestyle correlates.** *Sleep Medicine*, 73, 53-62. [link](#)

Planet Ark. (2019). **Climbing Trees: Getting Aussie Kids Back Outdoors.** [link](#)

Schottler Consulting. (2019). **Queensland Sport, Exercise and Recreation Survey of Children - 2019:** Prepared for the Department of Housing and Public Works (Sports and Recreation).

Way To Be. (2017). **Nature Play Discussion Paper:** A review of evidence and implications for practice. Prepared for the Department of Housing and Public Works (Sports and Recreation).



Education and play

a letter of support from Andrew Barnes

Principal Eagleby South State School

In the current educational terrain, an unfortunate shallow, reductive technicity predominates. Evidence in the form of quantitative data, must continually be furnished, (concocted) or replenished if educators are to justify just about anything that they do. Careers are made – many books are sold - on the narrow triumphs of the increased speed and distance of the thing we now describe as learning (instead of the far richer project Education). But in all of this, the completely rational question still hopefully arises: ‘Are children thriving and doing well?’ Are they being educated in the deeper, more wonderful, older sense? Commercial wellbeing programs have certainly blossomed at the bottom of the educational cliff; but Play and Play alone signals the needed return to the rewilded world where a child can come into being as a person, experimenting with a dangerous unknown reality so as to be ready when it really bites and matters. Resilience programs should just step aside for genuine Play. And Education needs Play just as much as all children clearly do.

We at ESSS certainly felt the emergency at our place. Behaviour incidents were becoming completely unmanageable at playtime and in the playground. Hyahno rocked up one day after lunch when I was a bit dejected and he alerted me to the available resources. He articulated beautifully the serious, importance of play. We were soon blessed with a supportive throng of Playworkers who sensed our genuine interest. Good training gave boldness and confidence. We also sensed local community support as we took teachers (owning utes) into the community to collect objects for our Loose Parts Paradise. Older folks, in industry knew far better than we did that children need to play and they freely gave us their tyres, pallets, cable reels because they genuinely ..knew it mattered.

Little did we know that the data would eventually strongly endorse this work. Violence and aggression reduced. Playground ‘incidents’ almost evaporated. Parents reported that their children were building strange, creative things in their backyards. Those staff on duty in the playground reported increased happiness (They said we are no longer on military, preventative, duty...)

“Enhancing play opportunities both within and outside of the classroom has provided the environment and opportunity of language to flourish. These enhanced language skills have enabled students to improve social interactions, express their emotions and to share their positive experiences. As a result our school has seen remarkable improvements in behaviour, wellbeing (both students and staff) and academic results.”

Steve Kanowski – Principal Berrinba East State School



Contact:

Hyahno Moser

Chairperson of Australian Institute of Play

Email: ausinstituteofplay@gmail.com

Web: www.australianinstituteofplay.com.au



[AIP Website](http://www.australianinstituteofplay.com.au)