

P4PLAY: RESEARCHING PEOPLE, PLACE, POLICY and PRACTICE for PLAY from the LENS of OCCUPATIONAL SCIENCE

People: Listening to children's, families', and communities' voices to inform inclusive play

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Background: The P4Play Marie Skłodowska-Curie (MSC) Training Network is an innovative European Joint Doctorate (EJD) programme in Occupational Science for Occupational Therapists. This EJD was established in 2020 when 2.2 m was awarded to a consortium of researchers and play advocates, in the highly competitive Horizon2020 scheme. P4play is a collaboration between 4 academic universities in Ireland, Sweden, Scotland, and Switzerland, and 15 partner organisations in Europe and the USA. The P4play programme adopts a child's rights-based perspective and aims to investigate the nature of play through the lens of People, Place, Policy and Practice (P4Play). A refocus on play as a right requires further study as a central concern (or occupation) in children's lives. Occupational Science, a science dedicated to the study of humans as doers or as occupational beings, offers a unique lens to explore play as an occupation. The following two research projects aim to inform inclusive play through exploring the play opportunities of children at risk of play deprivation (with consideration to the intersectionality of gender, race and socio-economic context).

Expanding conceptualisations of inclusive play to incorporate the play characteristics of children with diverse play experiences at risk of play deprivation

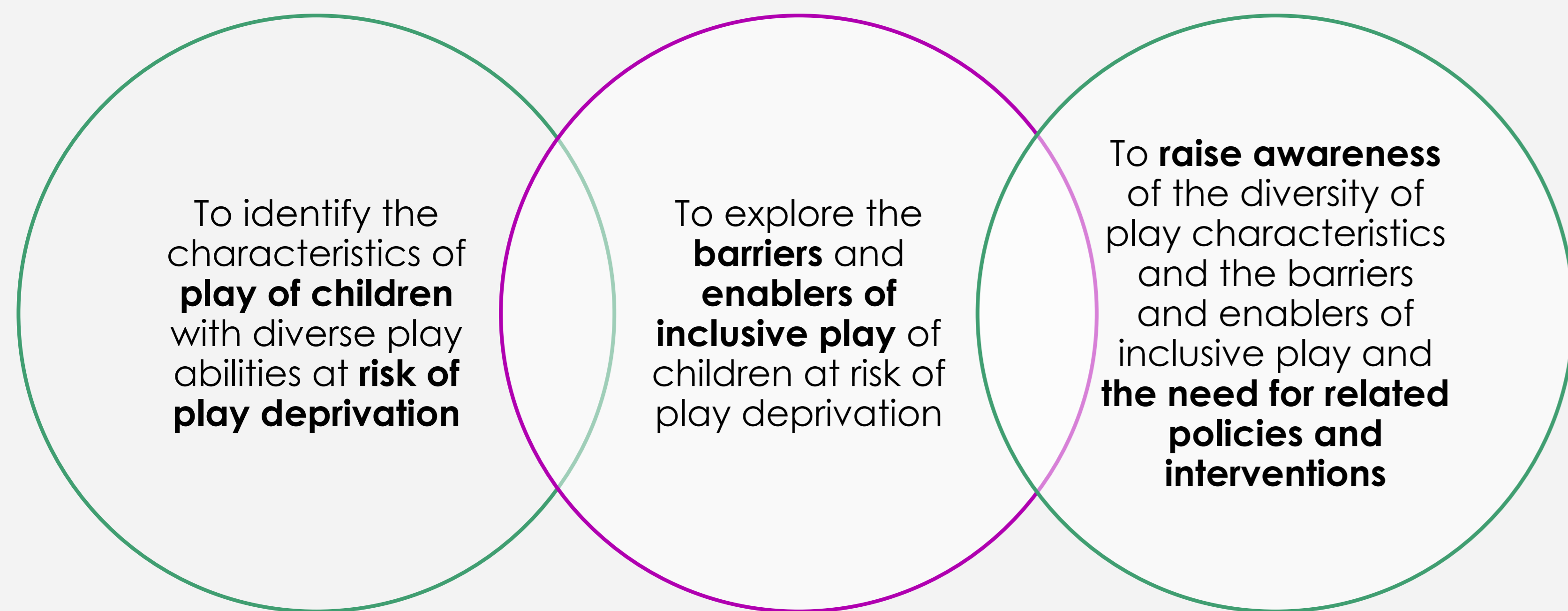
Background to Project 1

The importance of play in the life of children is widely recognised, however, many children do not have the same freedom or capacity to access play opportunities on an equal basis to other children, due to cultural, social, or physical barriers. It is understood that play emerges as a process within complex interrelationships of children, their parents/carers, other family members, neighbours and teachers (amongst others), within the specific socio-spatial context. These processes lead to diverse play abilities. It is particularly important that understandings of these diverse play abilities are developed (for example, the play of children living in socio-economically deprived areas), understandings that include the voices of these children regarding their own play. Critical perspectives enable exploration of the factors influencing the marginalisation of children with diverse play abilities at risk of play deprivation.

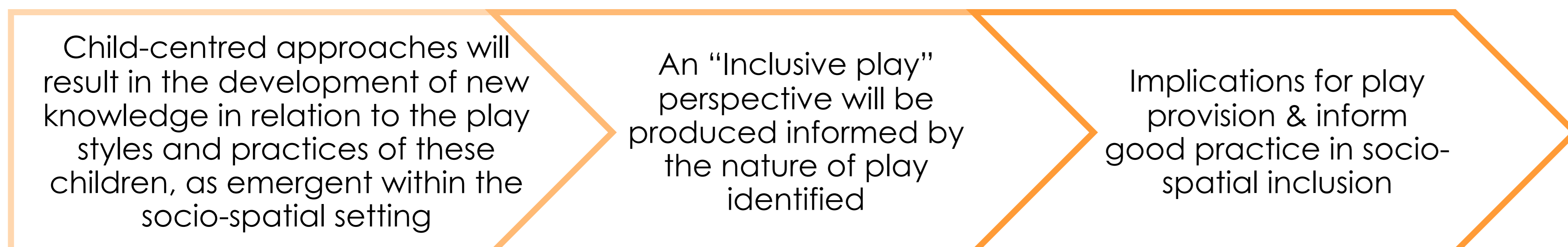


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Aims



Expected Results



Exploring the impact of contemporary social discourses on the play of families with children at risk of play deprivation

Background to Project 2

Play deprivation occurs when children do not have the same freedom or capacity to access play opportunities on an equal basis to other children, due to cultural, social, and attitudinal barriers. Socio-cultural discourses about play are often adopted by parents, caregivers and teachers and used to guide the play opportunities provided for children. This becomes problematic when ideologies about play behaviour lead to play deprivation. Research that explores play from a gendered perspective, a category defined by the UNCR as having possible implications for play deprivation, is needed to progress the understanding of play diversity in families and communities. Using a critical analysis, this candidate's research will explore gender ideologies as they appear in children's play using the voices and observations of children, parents, caregivers and teachers.

Aims



Expected Results

