



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

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Introduction & Aims

- Play is an occupational right (UNCRC, 1989)



(Bantulà & Payá, 2020; Bross et al., 2008; Casey & McKendrick, 2022 IPA, 2014)

- Uneven access to play reflects **social and occupational injustice** (Lynch & Moore, 2016; Russell & Stenning, 2020)
- Initiatives and projects are being implemented to improve play opportunities

General aim: To gain a multi-faceted understanding of children and community member's perspectives for a play friendly community in a disadvantaged community of East Lothian

To gain a deeper understanding of children's perspective of their play occupations (what, how, with whom, where, when why)

To identify community's strengths and barriers for children's play from children and community members' perspectives

To create a collective understanding for a play friendly community from children and community members' perspectives

Methodology & Impact

- **Methodology:** children and community-based participatory ethnographic study.
 - Children: co-researchers and co-constructors of knowledge (Kleine et al., 2016; Molina et al., 2009)
 - Methods: Child-Led Play Tour (walking methods), photographs, videos, mapping, drawings.

Phase A

- Developing a plan for researching our play

Phase B

- Children lead with their understanding of play

Phase C

- Children involve the community members

Phase D

- Creating together a play-friendly community

- **Impact:**

- Understand children's play occupation in disadvantaged communities.
- Inclusive play's conceptualization and play as an occupation for social transformation.
- Strengthen occupation-centred practices.
- Develop new policies and practice around play.
- Children-centred research.

