



STATE OF PLAY ~ TE TAU IHU



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PART ONE: INTRODUCTION

Most of us have a favourite childhood play memory; where it was, who it was with, and the fun we had.

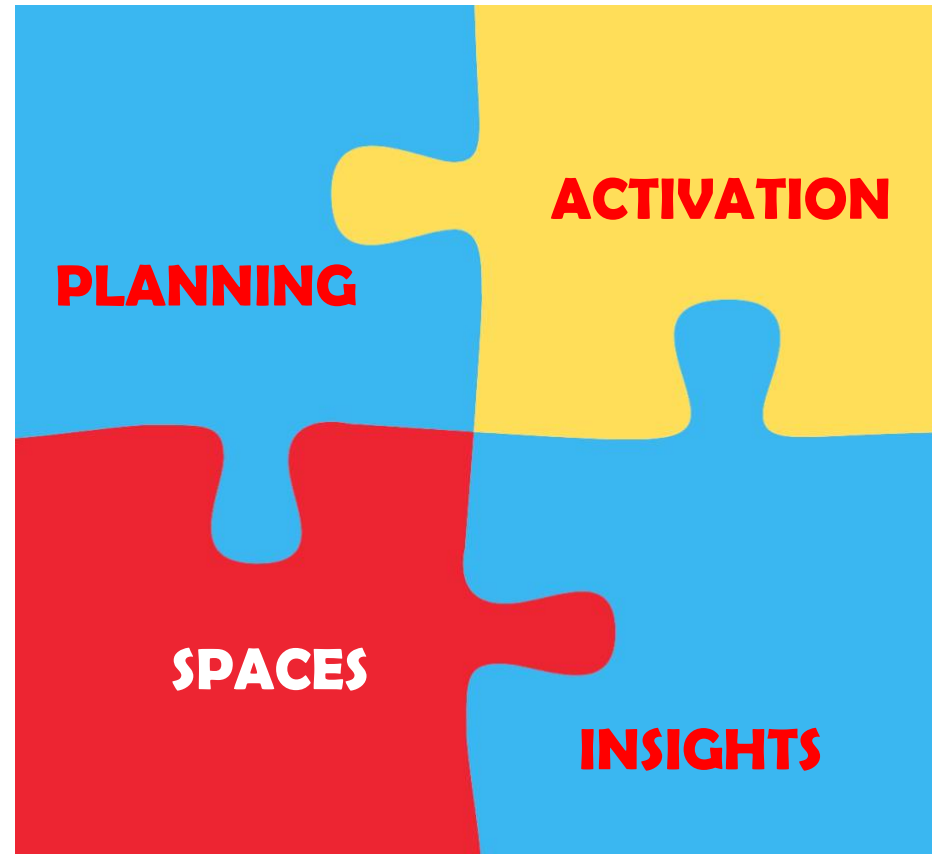
Play takes many forms. It enlivens our bodies through physical activity, challenges our minds through games and puzzles, and develops our imagination and creative expression.

Play helps us learn how to live with each other, to share, take turns, build empathy, tolerance and connect even if we don't share the same language or culture.

Despite the enjoyment and benefits, levels of play are declining across Aotearoa. Many tamariki/rangatahi are living low-play lives and the radius of independent mobility has reduced, due to a range of reasons including fear about safety, cultural values, lack of knowledge, less access to play space and an increase in sedentary activities.

The report proposes Play Aims for Te Tau Ihu, outlines why Play is important, summarises what is happening in the region currently, and makes recommendations that offer direction on how Sport Tasman can use Planning, Activation, Spaces and Insights to support communities in Te Tau Ihu to play more in their daily lives.

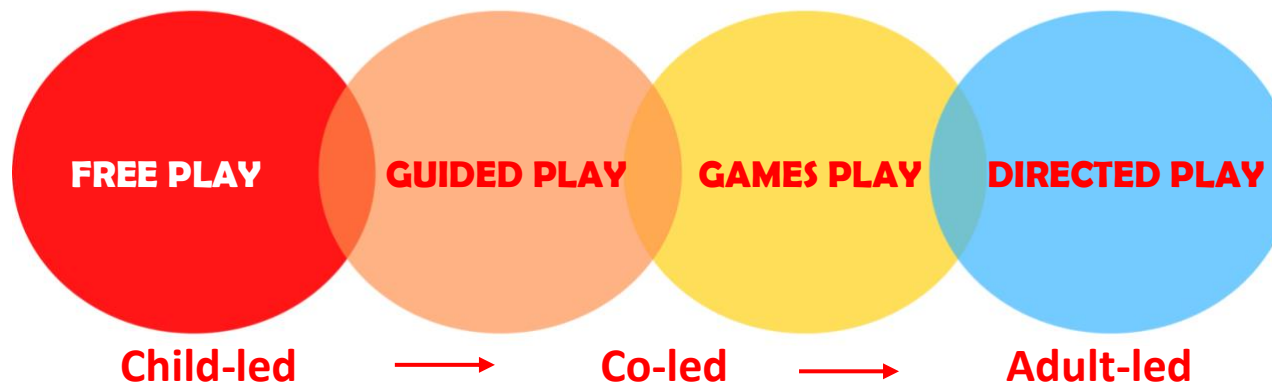
This report focuses specifically on tamariki 5-11 years, but play is a behaviour that can be engaged in by anyone and not something we should grow out of.



What is Play?

Play is behaviour that is fun and actively engages the child. Children choose what they do, how they do it, and why they do it - following their own instincts, ideas and interests in their own way for their own reasons.

The Play Continuum illustrates the range of types of Play, from child-led Free Play where children initiate and have freedom to explore and discover with minimal constraints and no adult influence, through to Guided or Structured Play with adults suggesting or leading.



"Freedom to choose as a kid is so important, not having the parents very involved most of the time... Leave them to it – go for it. Doesn't matter what as long as it tickles their fancy."
- Tasman Mother

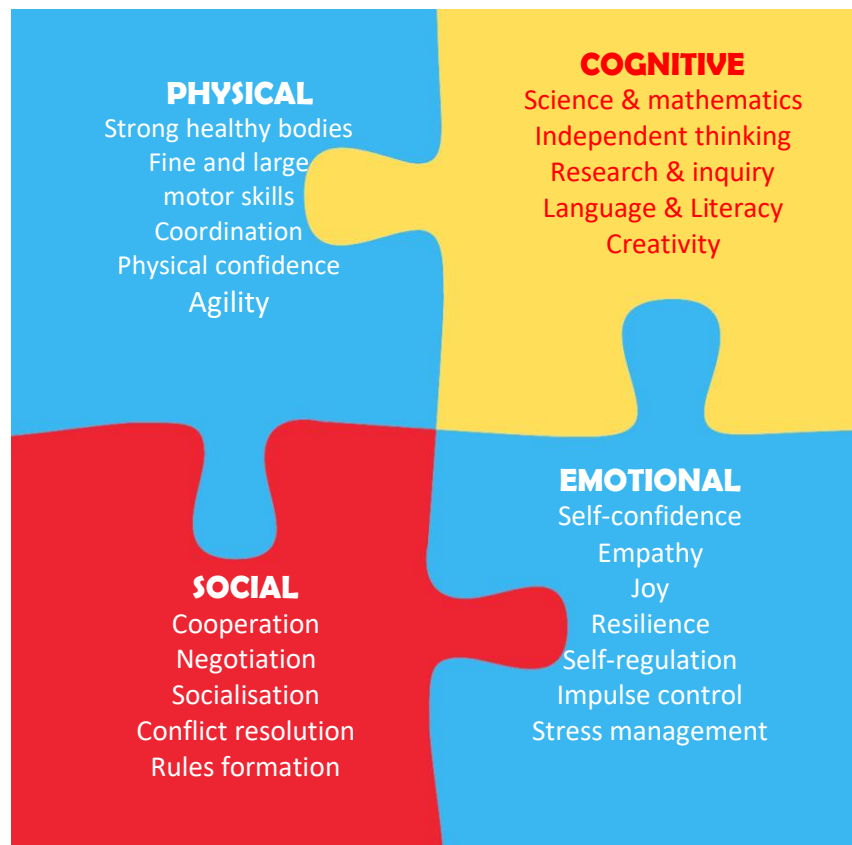
"A large tree fell down around the corner. All the local kids would meet there, climb all over it, make huts, make up stories. One mother hung silks from it, kids played boats, submarines – real imaginative pure play."
– Richmond Mother

53% of physical activity by 5 – 8 year olds is Play

Why is Play Important?

Play is the ‘rocket fuel of child development’.¹ Play is a vital part of tamariki’s development that helps to build skills and attitudes needed to be active for life.² Play not only contributes to a child's sense of wellbeing,³ research shows it allows children to build physical literacy, cognitive, emotional and social skills, including fundamental movement skills, social and emotional connections, resilience, independence and leadership.⁴

Play develops children in four ways:



Model adapted from MuseumofPlay.org

Play is a human right. The United Nations Convention on the Rights of the Child (UNCROC), ratified by New Zealand in 1993, defines universal principles and standards for the status and treatment of children worldwide. Article 31 of UNCROC affirms children’s right to play.⁵

Many New Zealand government Ministries and Departments endorse play as a developmental factor worthy of investment, including the Ministry of Health, Oranga Tamariki, Ministry of Education, The Department of Conservation, and the Ministry of Sport’s crown entity Sport New Zealand (Sport NZ). Their policies and philosophies are summarised at [Appendix 2](#).

Play is an outlet for creativity and experimentation that allows children to emulate what they see, try new things, practice skills, reduce fear of failure and to experience and manage risk.

7+

Happiness levels are higher for tamariki who spend 7-plus hours being active each week.

Play is important for Physical Development

Children's earliest physical experiences are through Play and it's where they develop and practise life skills.

Play leads to active recreation on the Physical Activity Spectrum (see diagram), and is the key to unlocking wellness, particularly for young people.

The NZ Ministry of Health [Physical Activity Guidelines for Children and Young People](#) state that physical activity (including in the context of play) is associated with *"better body composition, cardiorespiratory and musculoskeletal fitness, academic achievement and cognition, emotional regulation, positive social behaviours, cardiovascular and metabolic health, and overall quality of life."*

Play is at the heart of Sport NZ's Physical Literacy Approach, and is an integral part of their Community Sport Strategy and Young People Plan.

*"Each person has their own level of motivation, confidence, physical competence, and knowledge and understanding that affects how they value and choose to be physically active. We call this physical literacy. ... A person's physical literacy evolves throughout their life. For young people who are building and developing their physical literacy, quality play experiences that meet their holistic needs are vital."*⁶

Ages 5 – 11 are the key formative years for the development of the skills, known as physical literacy, that encourage being active for life.⁷

*"... being active contributes positively to overall wellbeing and by starting young, kiwi kids are more likely to develop a life-long love of physical activity".*⁸

Being physically active in childhood is linked to continued physical activity through life and brings with it benefits such as a healthy body weight; ... reduced depression and anxiety.⁹

For school-aged children and young people aged 5 to 17, the Ministry of Health recommends that a healthy 24-hours would include "an accumulation of at least 1 hour a day of moderate to vigorous physical activity (including vigorous activities that strengthen muscles and bones, at least 3 days a week), and no more than 2 hours per day of recreational screen time for the remainder of the day."¹⁰



Play is crucial for Cognitive, Social and Emotional Development

Play gives children opportunities to experience fun, joy, laughter, happiness, surprises, excitement, risk and challenges, and offers time and space for human encounters and improvisation. Play helps children learn how to interact and communicate with others.

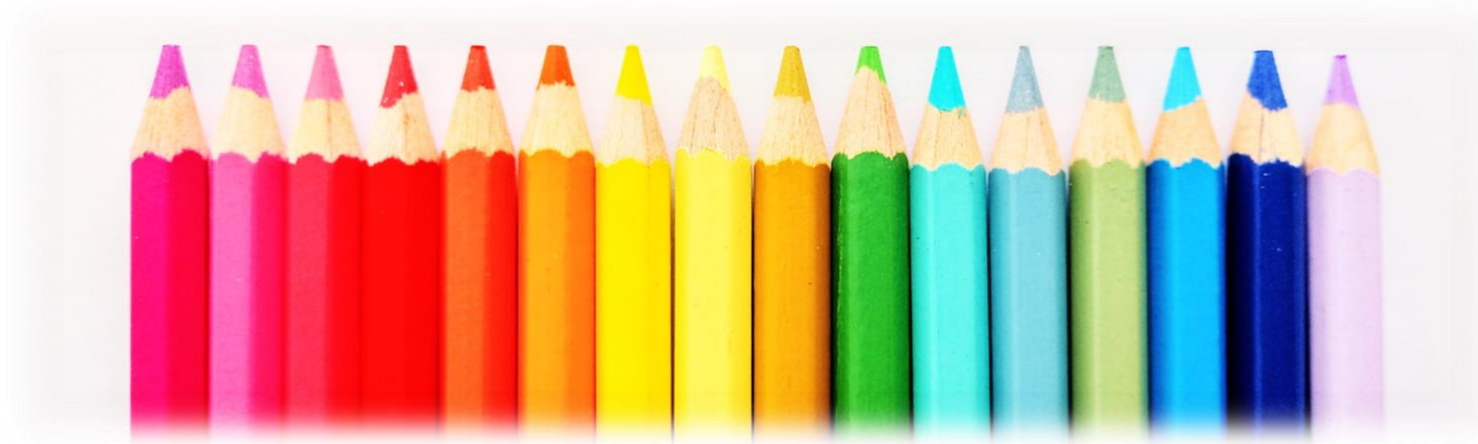
Play can support the development of relationships and skills such as self-esteem, motivation, resilience, concentration, persistence and time management.¹¹

All types of physical, constructional and social play contribute to [children's] self-management or self-regulation and a growing body of research evidence has demonstrated that these skills predict educational achievement, emotional wellbeing and life outcomes more powerfully than any other aspects of learning.¹²

Iterative Play “encourages active experimentation in a risk-free way, building on cause and effect and experiential learning processes...”¹³

“A childhood rich in play is vital to developing the creative problem-solving social and empathetic intelligences needed to succeed in primary secondary and post-compulsory education, and beyond. Self-expression and collaboration, risk-taking, resilience, innovation and exploration are essential skills for the future.”

Play is the rocket fuel of brain development according to the American Academy of Paediatrics. Play leads to changes at the molecular (epigenetic), cellular (neuronal connectivity), and behavioural levels (socio-emotional and executive functioning skills) and promotes learning, our ability to adapt and problem-solve, and drives our social skills and positive behaviours.”¹⁴



Time, Space and Permission – the 3 Factors that Influence Play

Time, Space and Permission are the 3 key inter-connected factors that influence children's opportunities for play.¹⁵ The Real Play Coalition (RPC) - an international non-profit alliance between UNICEF, National Geographic, Arup, IKEA and LEGO Foundation has found that Play is under threat, with many children having fewer opportunities to play than previous generations because of restrictions on time, space and permission. It is difficult to discuss one factor without considering the other two, because of the complexities of their inter-connection. However each factor is considered separately below.

Time:

The RPC 'Value of Play' report has found that for many children around the world, play has become a set of highly structured activities rather than an experience they have chosen and directed themselves, with international statistics showing that 47% of children's time is now focused on *structured* activities, and *just 27% of children's free time* is spent on unstructured play.

Internationally, in the UK time playing outside has declined by 50% in a generation. In the USA, from 1981 to 1997, children's playtime decreased by 25% and in 2018, parents of 6 – 11 year olds reported that they were playing with their children less than 5 minutes per day.¹⁶

Aotearoa tamariki from high-deprivation areas are less likely to spend

7+ hours per week being active¹⁷

81% of children 'wish' their parents would play with them more¹⁸

Space:

Play can happen in any setting; in homes, neighbourhoods, parks, playgrounds and reserves, natural environments, town centres, education settings, at marae, clubs, churches – almost anywhere.

Globally, access to traditional play spaces has been reduced due to changes to both built and natural environments.

While our region has large areas of accessible natural environments, (see [Appendix 3](#)), the Real Play Coalition states that (globally), rapid urbanisation is placing a premium on accessible 'green space'.

*"Play spaces are being steadily encroached upon by urban planners and councils, for whom play is a less urgent or visible social problem than providing housing, roads and communications infrastructure. This sacrifice of long-term societal benefit in favour of immediate and visible returns is a false economy."*¹⁹

The knowledge gap of the impact of environments on play at a local level, results in little commitment to change.²⁰

Thus it is important for us in Aotearoa to take a cautiously protective approach to play space in our urban areas, as this is where the greater proportion of our population resides.



Permission:

Parental and societal perceptions of young people's safety have changed when and where children can play.²¹ Given play is so often dependent on adult permission, parents and care-givers, including school staff or other adults who supervise children, have an important role as enablers of independent play.

Permission can depend on:

- time available,
- quality of the spaces available,
- rules around their use,
- parent/care-giver anxiety about or perceptions of dangers such as:
 - traffic,
 - strangers,
 - stray dogs,
 - risk of injury,
- children's physical ability (such as bicycle skills, water safety skills),
- children's social skills to manage bullying,
- age/life stage,
- cost in relation to income,
- culture,
- place of residence,
- family situation,
- community engagement.

"Parents are a massive barrier, so anxious these days, roads are busier, back yards getting smaller, and access to parks / open space is harder; people don't want to let the kids wander down to the park alone."
– Parent

"It's very common for people to say; 'kids shouldn't be on the street anyway, so why are you trying to make kids play on the street?' ..."
– Council staff member

"Would be a barren park environment if we had to take the trees out because they were seen as fall hazards"
– Play Influencer

PART TWO: PLAY IN TE TAU IHU

Our communities – how they understand and describe play

The Te Tau Ihu population of 164,112 is widely dispersed ([Appendix 4](#)) with a large rural population, multiple small to medium-sized towns including Westport, Murchison, Takaka, Motueka, Richmond, Nelson, Blenheim, Picton and Kaikoura and many smaller communities and settlements.

A wide range of people are involved in enabling and supporting active play in these communities, from parents and care-givers, to neighbours, education, sport and recreation providers, clubs, churches, marae, councils and government agencies - all have a role and impact on play.

We heard from:

- 25 Play Influencers from Councils, education, health, Iwi, sport and recreation sectors
- 1 Play Huddle in Marlborough
- 2 x *Let's Talk Play* workshops with Sport Tasman staff
- South Island Play Network meetings
- Numerous Play Chats with parents and children
- Krankin Kids – 8-12yrs MTB programme
- Ngatimoti School students and teachers

All mentioned the environment of Te Tau Ihu as a positive and unique environment for Play. People value the access to nature; national and regional parks (see [Appendix 3](#)), cycleways, mountain bike facilities, rivers, beaches, sea and lakes, as well as the community facilities and multiple active recreation play providers.

Te Tau Ihu Maori providers are pro-active in kōrero about the importance of fitness, with a focus on tamariki/rangatahi. Marae promote healthy active living, for example diet, health checks, general fitness and wellbeing, and are

able to inform whanau and be role models.

Rural and urban experiences differ: rural children are reported as more active but less socially connected, relying on siblings or family.

Interviewees were very interested in play and its benefits to physical, cognitive and social development and wanted to ensure they could support play-friendly policies and practice.

Most had awareness that play behaviour has changed over time and that many children are more sedentary than previous generations.

They acknowledged that safety concerns (about traffic, strangers, pollution, anti-social behaviour, bullying, dogs and water safety), result in play being less active, less social and more dependant, with more time spent indoors, on devices or at organised /supervised activities.

They wanted children to be able to have the positive play opportunities & experiences of previous generations.

50% of Tasman 5 – 17 year olds said they would like to be doing more physical activity

Top 3 Motivators for Te Tau Ihu Children to Participate in Physical Activity

- 86%** for fun
- 50%** to hang out with family or friends
- 33%** to learn or practice a new skill

Reasons children do not participate more

- 49.5%** too busy
- 18%** my family can't afford it
- 17%** can't fit in with other family member's activities
- 17%** too hard to get to training, games or competitions
- 13%** I don't have the equipment I need

Time, Space and Permission in Tau Ihu

Local interviewees who we spoke to mentioned the following issues with regard to children's time, space and permission to play:

- The distance that children roam independently has reduced over time
- Adults are more risk-adverse and children are more protected, "wrapped in cotton wool"
- A lot of leisure time is spent on devices
- Costs of play and access to equipment is a barrier
- Reduction in access to safe play spaces
- School curriculum activities taking precedence over free Play time
- Restricted time for play (particularly for family to play together)
- "Young people's lives being increasingly structured - kids doing set activities rather than free play, and being busy many evenings after school and/or in weekends with homework, after-school activities and organised sport
- Suburban design
 - high fences and drive-in garages maximise privacy but minimise opportunities for interaction;
 - smaller sections/gardens minimise space for children to play
- There is sometimes a need for adult supervision while children play, including some playgrounds that have signage requiring adult supervision
- Access to play-friendly natural environments can be difficult, e.g. weather impacts whether children can play outdoors or not, or play on the grass - particularly if muddy, and water quality impacts whether natural environments are safe to play in
- Timing of school-buses can preclude participation
- Major roads dividing communities, and increased traffic both limit children's access to play spaces
- Lots of kids don't have road-safety skills
- The timing of adult-led Play (e.g. gymnastics, dance, sport) is dependent on adult availability
- Peer pressure from other parents around the risks of allowing children to roam unsupervised
- Less opportunity for sibling play in smaller family units, placing more demand on the time of busy parents
- Travel distance & time spent travelling
 - urban sprawl - separates children from natural play environments
 - tamariki who live rurally have less access to social play

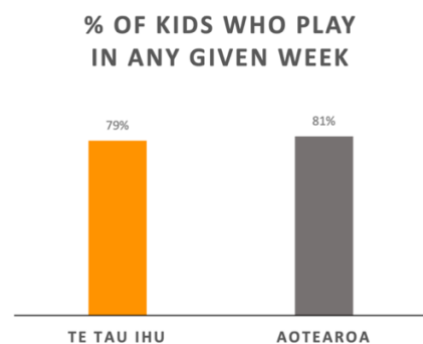
"Every week I have Monday night Judo, Tuesday night cricket and choir, Wednesday sailing, Thursday Krinkin' Kids, Saturday morning cricket, and Sunday choir."
—10-year old boy

"One of the key challenges was that people didn't see themselves as part of the community. They don't interact with their neighbours, and they drive when they're going to destinations. They drive, they work, they come back, they sleep and that's it. Where is the time where people can become part of these communities?"
— Council staff member

"At the meetings, people started hearing other perspectives, [and realised] it might be good for the kindergarten children to be able to cross the street safely . . . one person was opposed to everything, but when he heard the other people, he realised the proposed changes would be good for them. He changed his mind. That's why it's important for people to be brought together."
— Play Influencer

Levels of Play in Te Tau Ihu and Aotearoa

Levels of Play amongst tamariki and rangatahi are declining across Aotearoa for a range of reasons, particularly time pressure with increased distance and time spent commuting, longer work hours, increased school and afterschool activities, less access to play environments and parental fears about safety both from strangers and increased traffic. Increases in screen-time and the ability to live life in a virtual world means many young people spend a lot of time in sedentary online activities. Data from the 2019 Sport NZ *Active NZ Survey*²² reflects national and international trends; children in Te Tau Ihu are getting fewer opportunities to play, with many living lives which are more sedentary and experiencing less adventure and risk.



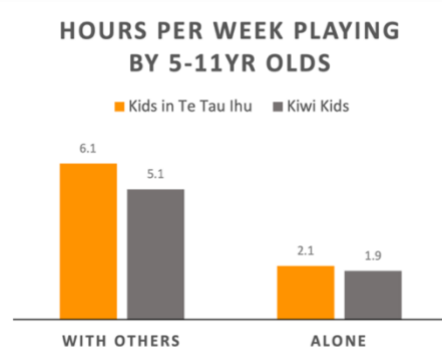
Percentage of children 5 – 17 who play

The percentage of children aged 5 – 17 who play in Te Tau Ihu is 79% ▼ (just below the national average of 81%).

Thus 21% of Tamariki are not finding opportunities to play in any given week.

For 5 – 17 year olds, 71% ▼ spend time Playing with others in any given week, (just below the national average of 74%).

However, of those who do play in the Te Tau Ihu region, their levels of participation are slightly higher than national averages. ▲



Hours per week playing

Tamariki in the region **aged 5-11** spend about 8 hours / week playing ▲ (about one hour more than their peers nationwide, who spend 7 hours per week).

5 – 17 year olds in Te Tau Ihu spend around 5.1 hours playing with others, ▲ (compared with 4.3 hours / week nationwide).

55% of 5 – 17 year olds in Te Tau Ihu spend around 1.8 hours/week playing alone, ▲ (compared with 1.6 hours / week amongst 54% of 5 – 17 year olds nationwide).

Total hours per week physically active

Children and young people aged 5 - 17 in Te Tau Ihu spend 6.9 hours/week doing physical activity. This is above the national average, ▲ (compared with 5.9 hours by their peers nationwide).

For [the] 17 percent of tamariki who prefer to do other things rather than ‘do more’,ⁱ the top alternative activities of choice are consistent by age: spending time with family or friends, reading and playing electronic games.

ⁱ In *Spotlight on Tamariki* ‘doing more’ refers to “People who have been physically active in play, active recreation (including exercise) or sport in the past seven days, where this participation excludes any physical activity undertaken for work or chores. Participation can include physical activity undertaken to get from one place to another if the respondent considers it to be for sport or active recreation.”

Most Frequent Physical Activities Amongst 5 – 11 Year Olds

More tamariki in Te Tau Ihu spend time Playing, Cycling, Trampolining, Playing football/soccer, Mountain-biking and Tramping than their peers in Aotearoa. Mountain-biking in particular has a much higher percentage of children participating than in other parts of New Zealand.

	Activity	NZ	Te Tau Ihu*
1.	Playing (e.g. running around, climbing trees, make-believe)	52.54%	58.85%
2.	Playing on playground (e.g. jungle gym)	52.40%	54.82%
3.	Cycling (Net)	37.29%	50.82%
4.	Running, jogging / cross country (net) (data from 2017 onward)	50.90%	47.64%
5.	Swimming	43.34%	46.45%
6.	Trampoline	30.19%	39.59%
7.	Games (e.g. four square, tag, bull rush, dodgeball)	34.02%	37.63%
8.	Scootering	30.34%	35.11%
9.	Football, Soccer or Futsal (data for 2017 only)	17.00%	24.76%
10.	Walking for fitness	17.64%	15.05%
11.	Dance/dancing (e.g. ballet, hip hop etc)	15.67%	13.99%
12.	Mountain biking	3.81%	12.92%
13.	Tramping or bush walks	8.80%	12.55%

*Bold font shows where Te Tau Ihu levels are significantly higher than the national average²³

Nature play is popular, especially trees/tree stumps/logs, and water-based play (rivers, lakes, beaches).

Kids love to climb trees; parents are afraid of them climbing trees. What if we teach them how? If you get up you've got to be able to get down. Climb up a branch that's not broken and big enough to hold your weight – bigger than your leg, don't go out to the edge and most important don't let go! Better than just "Don't do it."
– Tasman Parent

While many parents talked of the value of playgrounds, they also noted that their role is limited.

"Play 'grounds' are good, but that creates a structure to the play environment. So, if we're after structured sort of stuff then playgrounds are good. . . We spend heaps of time at Rabbit Island, heaps of time, and she just loves it. She'll just pick up sticks and hit mushrooms, or just run around and throw pinecones, loves that sort of stuff. If they're just running through the forest looking for fairies that live in mushrooms, then that's what we're doing."
– Nelson Parent

Councils' Readiness

Councils are engaged with and aware of their influence and impact on play. Staff spoken to in Marlborough, Nelson City and Tasman Councils were very engaged with play, motivated to do more and keen to work in partnership with Sport Tasman. This engagement is demonstrated by the overview below of some of the play activity discussed.

All the Councils invest significant resource to spaces for play in parks, community facilities, pathways, berms, playgrounds (built and natural), and equipment for play (both permanent and pop-up).

Councils support play activation events as well as running their own. They all also provide contestable funding via grants that can be applied for by community groups to support play.

Three of the five Te Tau Ihu Councils applied for and received funding in the 2019-2021 period for the Waka Kotahi *Innovating Streets* projects. These projects trialed interventions at specific sites to slow and reduce the volume of traffic. The project's aim was to shift the perception of our streets as thoroughfares to streets as places for people.

None of the Councils currently have Play Strategies however Nelson City Council (NCC) is planning on developing a Play Strategy in the 2022-2023 financial year. There is an opportunity for the other Councils to partner with NCC to develop of their own Play Strategies.

The vision of Nelson City Council's Spatial Plan *Te Ara ō Whakatū 2021*, is to "transform the city centre of Nelson into a great place for people."

The eight actions outlined give people priority on central streets, focus on cultural identity, increase urban green space and opportunities for play. Specifically focusing on creating a play-friendly environment is woven throughout *Te Ara ō Whakatū*. This has the potential to become a key guiding document for all Councils, providing valuable direction and guidance on the prioritisation and development of play-friendly spaces across Te Tau Ihu.

Waka Kotahi – Innovating Streets for People 2019 - 2021

This [2019-2021 initiative](#) was aimed at making streets safer and more accessible for everyone. The programme supported 78 projects through 32 different councils, including cycleways, low-traffic neighbourhoods, play street programmes, safe school route programmes and town-centre-focused projects. One of the outcomes of the programme was to build capability in this approach across the country so more councils could start to take this approach to street changes, making the necessary alterations in a faster and more responsive way.

Impact of Covid-19

Covid-19 has severely limited Play, education and social interaction among children. COVID-19 lockdowns have created a world that requires physical distancing, temporary and unpredictable closure of schools, playgrounds and other venues, and the postponement or cancellation of organised community events and sports, all of which have dramatically altered opportunities to play.

Despite the challenges, the Covid-19 pandemic has raised awareness of the benefits of play as a tool for recovery and helped us learn about how play helps build more resilient communities and flexible public spaces; how space shapes the rules of play, how non-traditional spaces can teach us to play differently, and how play influences our interactions in public space.

Opportunities for social connection, recreation and play have become critical to maintaining mental and physical health during an uncertain time. As we look to the future, we must consider the ways that COVID-19 has altered our communities and the necessity of play for recovery.



"Neighbourhood support is crucial – all the kids play together. Lock-down helped the community connect. During Covid-19, the community got used to the streets being safe to play on".
– Tasman Parent

PART THREE: FOCUS AREAS FOR SPORT TASMAN

Play Framework

This section outlines the role of Sport Tasman in advocating for, leading and promoting Play, the roles of staff and what they would be required to do in Play. The Framework on this page outlines focus areas for Sport Tasman which are discussed in this section, followed by a proposed Timeline.

Te Tau Ihu includes Buller, Tasman, Nelson, Marlborough, Kaikoura			
OUR VISION			
Te Tau Ihu is the “Most Playful Region in Aotearoa” where play is an everyday part of children’s (and adults’) lives, and people have the time, space, and permission to safely enjoy a balance of both regular structured play and unstructured play, close to where they live.			
Sport NZ Principles of Play ²⁴ (Appendix 1)			
<ol style="list-style-type: none">1. Play is important to the wellbeing of young New Zealanders2. Play is a cornerstone of our Physical Literacy Approach3. Play is the shared responsibility of everyone4. Young people must have access to enriched and varied playful experiences within their local environments5. Adults must understand what their role is in enabling play6. Young people need the opportunity to experience risk and challenge through play7. Wherever possible, play should include the opportunity to be active.			
WHAT DO WE NEED TO DO?			
Planning Adopt Play Framework & Aims Plan for play (policy) Develop Leadership roles Support Play Champions Develop Communications Plan Collaborate with Allies	Activation Grab opportunities Make things happen Play at Schools Use Technology Promote and distribute Tu Manawa funding	Spaces Advocate to design children in, not out	Insights Identify targets Measure & report outcomes

Aims

We want more people to play more often. Adults need to enable it, the environment needs to support it, we all need to allocate time for it.

- ⇒ Make Te Tau Ihu the “Most Playful Region in Aotearoa”
- ⇒ Ensure that quality play is part of everyday behaviour in children’s (and adults’) lives
- ⇒ Ensure that children (and adults) have the time, space, and permission to play in Te Tau Ihu.
- ⇒ Ensure that children in Te Tau Ihu can safely enjoy a balance of both regular structured play and unstructured play, at home, within their neighbourhood and across their community.
- ⇒ Ensure that adults and the environment enable play

To achieve the aims, it is necessary that:

1. adults understand the benefits of play to young people's development (that it is crucial to the physical, cognitive, social, emotional and spiritual development of young people)
2. adults need to be aware of the challenges and barriers that reduce opportunities for play
3. adults understand their role and responsibility to advocate for, enable and/or activate play
4. local environments create access to varied active play experiences, including risk-taking, challenge and opportunities to be active



Above: Word-cloud created from ideas and themes from interviewees responding to “What is Play for You?”

PLANNING

Sport Tasman is positioned to be a key regional leader and advocate for Play. To support the new focus on Play, Sport Tasman's structure, strategic plan and other planning documents and budgets need to incorporate a formalised commitment to Play and reflect how all functions of the trust (including existing positions/roles and projects) connect to Play, which is already acknowledged in the Sport Tasman Mission Statement: *"Improving community wellbeing through physical activity/movement across the top of the South Island."*

Sport Tasman plans should support Play-specific professional development, promotion of Play, collaboration with partners, and the activation and development of social and physical environments that provide opportunities for children to engage in active free play.

The new positions of Regional Tamariki Lead, Healthy Active Learning Programme Advisors and soon-to-be recruited Community Connectors provide a workforce strongly focused on play. Alongside these positions, all Sport Tasman staff should understand Play as a key determinant of Physical Literacy at the start of the Physical Activity Spectrum, the value of Play, and encourage and support quality play experiences at every opportunity.

Planning documents relevant to Play

The Sport Tasman Tamariki Plan

This is currently being developed to guide the introduction of 'tamariki' as a focus area, aligning all areas of work that impact tamariki including Healthy Active Learning, Play, Tu Manawa, etc.

Council Play Strategies

As mentioned in the [Councils' Readiness](#) section there are currently no Councils in Te Tau Ihu with Play Strategies, although NCC proposes to develop a Play Strategy in 2022-2023.

Regional Sport & Active Recreation Spaces and Places Strategy for the Top of the South Island 2020²⁵

This did not include a focus on Play. Future reviews of the strategy should include consideration of Play spaces.

Regional Play Strategy

Development of a *Regional Play Strategy* supported by a Regional Play Working Group could be considered and discussed with Councils and relevant allies. Such a strategy could provide useful direction to guide and prioritise investment in quality play experiences and spaces.

Develop Play Leadership – 3 Key Roles

Sport Tasman could develop 3 key Play Leadership roles. The first two could attach to existing roles, and the third would be a new position:

1. **Play Lead** within Sport Tasman
2. **Play Champions** within Sport Tasman workforce and across community organisations
3. **Play Advocate** to assist Councils to consider play across all Council functions.

1. Role of Regional Play Lead

Who: This role logically sits in the Sport Tasman's Active Communities function. Most of the tasks would be appropriate to be carried out by the Tamariki Regional Lead supported by the Active Communities Manager attending the funding forums.

Regional Play Lead would be responsible for:

- Development and support of Play Champions
 - Coordinating professional development for Play Champions
 - Networking forums
- Supporting the Healthy Active Learning (HAL) workforce to encourage schools and communities to be active through play.
- Administration of Tu Manawa funding relevant to Play
- Play Activation – enabling via support, partnering, advice and funding
- Sharing Sport New Zealand's research findings, information and other updates with the sector and the public
- Sharing and examining other New Zealand and international Play research. There is a lot of good contemporary research which has informed this report.
- Establishment of a Regional Play working Group, and locally led steering groups (potentially as part of HAL networks)
- Connecting external Play Partners
- Incorporating playful approaches within *work-place* culture to encourage staff engagement, (for example using Lego, play dough, or pick-up sticks in meetings, sharing favourite childhood games or first play memories with a "Who did what?" quiz.)
- Participating in regional & Maori funding forums (Manager).

2. Role of Play Champions

Who? These are people who work with the community and can support play to happen, including the whole Sport Tasman workforce and external allies.

Play Champions:

- understand that play is crucial
- encourage play at every opportunity, e.g.:
 - provide play opportunities for other whanau members while they attend/wait
 - incorporate unstructured play opportunities into events and programmes

How? The keys to engaging Play Champions:

- Go where the energy is, work with the willing
- Build relationships. Relationships are vital to engagement.
- Provide Play Champions with professional development

Support the Play Champions

Support or provide professional development, for example regular Play Hui, to increase understanding of play and its value for child development:

- Share examples of play opportunities and projects
- Generate new play ideas
- Collaborate on planning and delivery of play projects
- 'Let's Talk Play' Sport NZ Workshops

3. Role of Play Advocate

Who? New role to be recruited subject to funding from Sport NZ and agreement from one or more Councils.

The Play Advocate would help Sport Tasman reach across the Council. The position would be co-housed with Councils and the Trust, to support the creation of a Council culture where play is understood, valued and prioritised by doing the following:

- Assist Councils to consider play across all Council functions
- Support the development of Council Play Strategies, policies, guidelines, play-friendly measurement tools and communication plans that facilitate and support creation of playful environments and help meet Council outcomes.
- Build a team of Play Champions within Council.
- Embed play in all Council planning processes including but not limited to infrastructure development, transport, open spaces, etc.
- Advocate that Councils include Play in their Activity and Asset Management Plans
- Support Council events to incorporate Play

Develop a Communications Plan

Share information with two key audiences ie parents and organisations working alongside Sport Tasman, using newsletters, websites, or online learning modules.

Goals of communication:

1. Promote the value and importance of play for child development.
2. Promote ways for adults to encourage and enable play
3. Share play ideas and opportunities

Collaborate with Play Allies

Sport Tasman can add energy to allies' existing roles and encourage them to support play. Sport NZ is the main ally/lead and play funder, investing and supporting the play workforce, investing in research, developing toolkits, and supporting and advocating for play.

Other allies could include organisations in the Business Community (e.g., Malls / EDA / Chamber of Commerce / construction sites), the Community Sector (including Recreation providers, Outdoor Education, and Facilities and Venues), Councils, the Department of Conservation, the Disability Sector, the Education Sector, (particularly pre- and primary schools and kura Kaupapa Māori, also disability and/or alternative education providers), the Health Sector, Marae and other Kaupapa Maori Providers, Men's Shed, Multi-Ethnic Council, Neighbourhood Support, Pasifika community, Plunket, Police, Sports Codes and Waka Kotahi.

Neighbourhood Play Systems

Neighbourhood Play Systems (NPS) projects are a new model that will use Play Sufficiency metrics to measure what is available in the built environment, the local accessibility of play, children's awareness of local play opportunities and their actual enjoyment of those play opportunities.

NPS projects aim to grow play at the neighbourhood level, using consultation with tamariki, school whanau and the wider community to understand how people currently play in their neighbourhood, and ways to improve green spaces, the built environment and natural structures to

promote more opportunities for play. NPS projects use this data to identify interventions to make defined communities more playful, including direct activation and spatial opportunities (changes to the built/physical environment).

Sport NZ has indicated it will be investing in regional sports trusts during 2022, to undertake Neighbourhood Play Systems projects.

WHERE TO START

Timeline	PLANNING Making Play Sustainable	ACTIVATION Normalising Play Reasons to Gather	SPACES Design children in, not out	INSIGHTS Measure & report outcomes
2022	<ul style="list-style-type: none"> • Confirm Sport Tasman Play Lead • Establish Sport Tasman staff team of Play Champions • Establish Play Advocate Role (subject to funding) • Adopt Tamariki Plan 	<ul style="list-style-type: none"> • Support regional Play Events e.g. "In Your Neighbourhood" • Pilot Play Streets - partner with the Council and Neighbourhood Support. • Create Play Pods to support community Play events • Plan play events for Play Week Nov 2022 	<ul style="list-style-type: none"> • Promote Tu Manawa applications to support play space and 'Play on the way' projects regionwide • Support NCC's Bridge Street Linear Park project 	<ul style="list-style-type: none"> • Identify a Neighbourhood Play System community in partnership with Sport NZ • Encourage allies to review their commitment to and investment in Play
2023 - 25	<ul style="list-style-type: none"> • Establish Regional Play Champions group and provide professional development • Include Play in Sport Tasman strategic Plan • Support development of Council Play Strategies • Develop a Sport Tasman Play Communications Plan 	<ul style="list-style-type: none"> • Healthy Active Learning (HAL) strengthen relationships and develop plans with schools, kura and communities to support quality play opportunities. • Use Tu Manawa funding to support play events, opportunities and spaces. • Ongoing: Encourage and support community run play events; Neighbours Day, Play Week 	<ul style="list-style-type: none"> • Continue advocacy for the development and inclusion of Play-friendly spaces 	<ul style="list-style-type: none"> • Play Sufficiency survey to capture the play experience of Tamariki across Te Tau Ihu in partnership with Sport NZ • Use latest Active NZ, Play Sufficiency, Staff engagement, Play Champions and community awareness to collect baseline data to report progress against Play Aims

ACTIVATION

Activation is the creation and promotion of opportunities for people to gather, linger and play; it supports the creation of space, time, and permission to play. While Sport Tasman might sometimes take a lead role in piloting or trialing Activation initiatives, the most sustainable approach would be to upskill and enable allies – especially the Play Champions and allies, who could in turn empower parents, caregivers, teachers, community members and Councils to actively support and facilitate play.

“When neighbours know each other, parents are more likely to provide permission for the kids to play.”

– Richmond Mother

Opportunities with Allies

- ★ Tasman District Council in partnership with Neighbourhood Support - series of smaller neighbourhood events – this is an opportunity for Sport Tasman to join the planning group to include a focus on Play.
- ★ Library Play projects – Richmond library staff have extended an invitation for Sport Tasman to partner and support them to build more play in to the facility and their programmes. The TDC libraries are also developing Outreach Projects which could partner with Play projects
- ★ Sports Codes (e.g., Netball at Saxton) – Provide play opportunities for whanau members (siblings or dependents) while teams practice and/or play their sports. New sports are often keen to promote their sport and could work in conjunction with Play Activation projects. Patter tennis, for example, is making a come-back in Aotearoa. Gymnastics often have equipment that they can take to Play events.
- ★ Nationwide Promotions such as Play Week, or Neighbours’ Day: (22 March 2022) – Sport Tasman could promote ways to include Play in Neighbours’ Day events, e.g., on website, in newsletter, in Community News & Views, play kits.
- ★ National secondary school Kapa Haka competition (Whakatū 2022)
- ★ Te Matatini Māori performing arts festival and competition. Te Tau Ihu is hosting in 2026 - could share play info and opportunities for tamariki. (See footnote ¹)
- ★ Popular activities in Te Tau Ihu such as Kapa Haka, Mau Taiaha, Kī-o-Rahi, Waka Ama
- ★ Te Pātaka o Wairau Māketē Pō - Māori Night Market
- ★ Hauora Expo - Local providers have identified a need to promote health services & information.

¹ Dates for kapa haka festivals may change due to Covid restrictions.
Eg Te Matatini was originally to be 2025. Official website now says 2026.

Easy Activation Ideas

Play Streets: 'Meet the hood' street parties or Neighbourhood play days: Close streets for a few hours, invite the neighbourhood, include space and games for play. ²⁶ Waka Kotahi *Guidelines for Restricting Traffic for Play Street Events* aim to make it easier for communities to hold Play Street events. More information about Play Streets and the Guidelines document can be found on their [website](#).

Play on the Way: Create playful routes to encourage exploring; hang a swing, put up a sign inviting to climb a tree, use paint to create interactive games; hopscotch, foot-prints trails - short, medium and long strides/jumps – include disability options. Power of Paint.

Wheel Days: Biking is popular in Te Tau Ihu – theme play events around bikes, scooters, trolleys, wheelchairs, skateboards and rollerskates or rollerblades.

Technology-driven play: Apps to encourage exploration, interaction and challenge. e.g. Geo A.R. Games create an imaginary world and design motion games – share with friends

Water Play: beach, river, lakes – bring in a fire truck; tarpaulin and water creates an awesome water slide

Neighbourhood treasure hunts: Hide clues around neighbourhoods to create an evolving orienteering course

Aotearoa-themed play activities: eg Matariki, the Edwin Fox shipwreck, Whales, Pancake rocks /local rock formations, Sandspits, Flora and Fauna / Seasons; using autumn leaves, or hay bales etc.

Tākaro Taonga Māori (see following page)

Mobile Play - Taking play to the people. **Play Pods/Play Trailers/Containers** that can be taken to facilitate play at events. One example is known as 'Loose Parts' [as described by Assemble Studio](#), for example: balls, ropes, tubes, crates, wheels, or repurposed items that children can move around, carry, roll, lift, pile atop one another, or combine to create their own novel structures and experiences. (The community could take ownership and also add sustainability; adding items each time it is used as a condition of use to keep it fresh and prevent depletion.). Other play equipment, eg: mobile Skateparks, basketball hoops...

Pop-Up Play: Include playful elements in public spaces. Surprise & delight, encourage play. Leave out some chalk, Mow grass patterns: Council contractors could mow tracks, circles, checker-board or 'rooms of houses' into the grass. (Ask local kids to put in designs).

Intergenerational Play: Young play more if old play with them e.g. pre-schools interactive activities with rest homes, Men's Shed could partner with Play Activation initiatives

Previously successful initiatives could be re-instigated, eg: **Backyard Games** – equipment for kids to come and play while parents at the market. **In Your Neighbourhood** – Pop Up Play days - leaflet drops around parks immediate neighbourhood, turn up with activities, neighbours can meet and get to know each other.

The [Department of Conservation](#) and [Ministry of Health](#) websites both offer suggestions of recreational activities for families, many of which can be done with people of different ages, such as beach or bush walks, kicking a ball outside, playing a game of tag, basketball or tennis, going to the local swimming pool, flying a kite, walking, biking, climbing, camping, bird-watching, caving, snorkeling, kayaking / canoeing / rafting, walking school-bus with other families, playing outside instead of inside, joining clubs, or groups.

Tākaro Kaupapa Māori / Tākaro Tikanga Māori

Included in the strategic direction and new vision for Sport NZ is a strong commitment to upholding the mana of Te Tiriti o Waitangi and the principles of Partnership, Protection, and Participation.²⁷

Tapuwaekura is a Kaupapa Māori approach which runs parallel to the Sport NZ Healthy Active Learning initiative. Tapuwaekura supports kura and kaiako to implement a Te Ao Māori approach through whakapapa and mātauranga Māori to connect tamariki to te taiao (the environment) for better health and wellbeing outcomes.²⁸

Tapuwaekura is underpinned by the **Atua Matua Framework** (Māori Health and Wellbeing Framework) developed by Dr Ihirangi Heke, which focuses on mātauranga Māori, whakapapa connections and environmental wisdoms, and provides for iwi-centric interpretations and application.²⁹

Several examples of taonga tākaro Māori (traditional Maori sports, games and recreational activities) are included in *Maori Voices of Play*,³⁰ such as:

- [mu tōrere](#) (an ancient Māori board game)
- [kī-o-rahi](#) (ball game associated with the legend of Rahitūtakahina),
- poi toa (games and physical exercises involving poi, used to sharpen reflexes, increase flexibility and improve coordination),
- waka ama (outrigger canoe racing)
- and manu tukutuku (kite-flying activities).

Play Champions can discover more about play in Te Ao Māori and taonga tākaro Māori in the informative Sport NZ report [Māori Voices of Play](#).

“Kaupapa Maori is key to making a difference in whanau lives - getting fit, staying active and taking the tamariki – generation to generation – inspiration for tamariki. Drop the information as a seed then support them on the journey.”

– Māori Play Influencer

The Atua Matua Framework dimensions include:

- **MĀTAURANGA MĀORI** - environments where we can access knowledge (e.g. rangi, wai, whenua)
- **WHAKAPAPA** is about engaging with the environment and a particular ancestral line (e.g. Tāne Mahuta, Hine te Iwaiwa)
- **HUAHUATAU** - metaphorical interpretations (e.g. pūrākau, whakataukī, haka, karakia) that explain the learning within the environment
- **WHAKATĪNANATANGA** - the application of knowledge in physical activity form.
- **TOHUTAKA** - the timing and tohu from trees, fish, birds, insects, and weather patterns that determine when to do certain things.

Play at Schools

Schools are key allies in activating play. Connection with the education sector provides important opportunities for Sport Tasman to broaden access to child and parent populations, share expertise with education sector staff, support school Play policy development, weave play into the curriculum and support public access to campus environments and facilities both during and after school hours. There are 101 schools in Te Tau Ihu.³¹

Schools are already major activators of Play; approximately 20% or one fifth of the school day is allocated to 'playtime' and on top of this many schools are exploring play-based learning supported by research that play is instrumental in learning.

Play-based Learning

Learning through play is a pedagogical approach where play is the valued mode of learning – where children can explore, experiment, discover, and solve problems in imaginative and playful ways. Learning through play is also called play-based learning.

Learning through play forms the pedagogical foundation of [Te Whāriki](#), the early childhood curriculum. It is also becoming a more common approach to learning in junior primary classrooms with some schools trialling play-based learning at middle and senior primary level.

Learning through play is gaining momentum in New Zealand schools as teachers recognise the opportunity for students to develop key competencies, values, and knowledge through play-based learning.³²

"Play = Learning. As children move from the sandbox to the boardroom, play should be the cornerstone of their education. The research is clear: playful pedagogy supports social-emotional and academic strengths while instilling a love of learning."

*- Kathy Hirsh-Pasek, Ph.D. author of *Becoming Brilliant**

NUMBER OF SCHOOLS IN TE TAU IHU DISTRICTS

	Buller	Tasman	Nelson	Marlborough	Kaikoura
FULL PRIMARY OR CONTRIBUTING SCHOOLS	6	26	13	23	4
INTERMEDIATE	0	1	4	1	0
SECONDARY SCHOOLS	1	3	4	3	0
AREA SCHOOLS	2	4	0	2	1
OTHER SCHOOLS	0	1	2	0	0
TOTAL SCHOOLS	9	35	23	29	5

Healthy Active Learning

Healthy Active Learning (HAL) is a joint initiative between the Ministries of Health and Education and Sport New Zealand, to improve the wellbeing of tamariki through healthy eating and drinking and quality physical activity. The Sport Tasman Regional Tamariki Lead alongside the (HAL) Community Connectors and Advisor roles provide a platform for Sport Tasman to develop further partnerships specific to play.

As well as supporting schools and kura to understand and recognise the value of the health and physical education and hauora curriculum, HAL also helps schools and kura to create an environment that supports and promotes quality play, sport and physical activity, in particular with regard to play:

- *Support in developing plans that promote and support quality play, sport and physical activity opportunities*
- *Support in providing the time, place and permission to enable quality play opportunities*

HAL helps with access to curriculum resources, support with planning and implementation of the HPE and Hauora curriculum and mentoring. HAL also helps schools and kura to strengthen their connections with their wider community, including whānau and local health and physical activity providers:

- *... identifying and accessing community resources and assets, including external providers*
- *Support in engaging and communicating with whānau and the wider school community regarding school and kura related activities.*³³

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.”

– Fred Rogers



83%

*of children say they learn better when it feels like play*³⁴

Use technology to motivate and inspire

Technology is often seen as a barrier to activity, however several interviewees noted that it can be used as a tool to connect with others, to encourage people to get outdoors and be active and interactive.

Sport Tasman could increase use of online channels to create & promote online Play resources, videos etc, including topics such as:

- What is Play,
- Benefits of Play,
- Play ideas, tips and resources, similar to Whenua Iti [Go Wild at Home](#)
- Play funding options for Te Tau Ihu,
- Locations of play-friendly spaces (similar to the interactive [Department of Conservation land activities map](#) which shows campsites, huts and walking tracks).

Interactive Technology Ideas

- ★ Treasure hunting such as Geo caching or Pokémon Go
- ★ Fun social media video challenges sharing attempts to capture “I got it” moments such as spinning a basketball on finger, Frisbee, golf putting
- ★ Silent disco
- ★ UV-lit dance room

Access to Telecommunications: Connected Households in Te Tau Ihu

Households in Te Tau Ihu generally reflect similar patterns of access to telecommunications as those shown in the 2018 New Zealand national census data, with some notable exceptions.

A higher percentage of households in all 5 districts had access to a landline telephone, and most had similar access to the internet as New Zealanders in general (86%) although Kaikoura was significantly lower at 79%.

Buller region however, had twice as many households with no telecommunication access (2%), 7% fewer households with access to a mobile phone (85%), and significantly lower access to the internet (73%)

HOUSEHOLDS (%) WITH TELECOMMUNICATIONS ACCESS

	Buller	Tasman	Nelson	Marlb	Kaikoura	All NZ
NO ACCESS	2.2	0.7	0.6	1	1.2	1.1
ACCESS TO A CELLPHONE	85	91.5	92.8	90.6	88.7	91.9
ACCESS TO A TELEPHONE	66.7	72.5	66.9	71.4	66.7	62.5
ACCESS TO THE INTERNET	72.7	85.5	87.1	84.1	78.7	86.1

33% of tamariki in Tasman spent less than **10 hours** weekly on screens, compared to the national average of 28% of tamariki. ³⁵

How does time spent using digital technology impact children's physical activity?

A 2017 literature review was inconclusive as to the impact of time spent by children using digital devices, with regard to children's physical activity. Some studies found that screen time was associated with a reduction in physical activity. Other studies suggested that reducing screen time would not necessarily motivate children to spend more time on physical activity.

The review concluded that it might be more worthwhile to ask how we can motivate children to spend more time on physical activity, irrespective of the time they spend on digital technology.³⁶

It is a near certainty that ever more children will live more of their lives online in the future. However, it is wrong to see this as simply a compensation or substitution of one kind of space for another. The reality is that the very boundaries between these spaces are dissolving as people's work, leisure and social lives unfold in interconnected ways in the real and virtual worlds.³⁷

Pros and Cons of Technology

PROS

- ✓ Stimulation: kids less likely to get bored
- ✓ Social connection - facilitates our personal connections, granting us access to each other's faces and voices
- ✓ Enables real-time feedback via location services and social media posts
- ✓ We can find information, share thoughts and ideas faster and further than ever before
- ✓ Affordable film making and sharing platforms have changed us from consumers of content to producers

CONS

- ✗ It's easy to consume play through a screen
- ✗ Kids tend to be consuming not doing.
- ✗ Risk losing the creative play habit.
- ✗ Technology alters the terms of the most basic rule - who can play - the same privileges are not afforded to everyone equally
- ✗ Technology creates subtle "rules" of engagement, which frequently have the effect of flattening the emotional, imaginative, and practical possibilities of our interactions

Nowadays you can message your friends, whatever platform you use. If you're in an area where there's nothing else to do, of course you're gonna hang out with your device because that's where your friends are."
- Nelson Parent

"My generation, 15, 20 years ago, we didn't really have the cell phone connection, so we would meet friends on our bikes and bike somewhere."
- Nelson Parent



Funding for Activation

As well as being the main ally/lead, Sport NZ is the main play funder, investing and supporting play. Play is a current priority for Sport NZ and one of the key deliverables for RSTs is for play to be activated. Sport Tasman has a role to promote and administer Tu Manawa funding. Alongside this it could promote other contestable funding options relevant to Play.

Tū Manawa Active Aotearoa (Sport NZ)

Funding for programmes or projects delivering play, active recreation and sport experiences for tamariki and rangatahi. Activities can be new or existing, and applications need to show how they will meet the needs of young people. The fund can support not-for profits, community organisations, education institutions, regional and local councils, Hapū/Iwi/Marae organisations and for-profit entities.

Tū Manawa funding will support activities for all tamariki and rangatahi, but Sport NZ's research shows there are some groups who are less active.

Tū Manawa funding prioritises these groups: ^{38 and 39}

- Children and young people in higher deprivation communities
- Girls and young women (5-18) and disabled children and young people (5-18)
- Young women aged 19-24

Some examples of costs that may be relevant to Play include:

- Pop up opportunities like play streets, community play days
- Equipment (or storage for equipment, e.g., containers, trailers, etc.) that could be used for play
- Playworker to enable play
- Play Venue costs

Community Funders

There are many different funding options from different sources. The [Charities Services website](#) is the best starting point. It gives information, descriptions and links to funders and includes nationally contestable funds such as Lottery and Crown Grant funding, and Gaming Trusts, accessible via the Department of Internal Affairs (DIA), other government agency funds, funding for Maori organisations, and a list of other charities that provide funding.

Community Trusts: Two Community Trusts for the Te Tau Ihu region are linked from the Charities Service website:

- [Rata Foundation](#)
Nelson, Marlborough, Canterbury and Chatham Islands
- [West Coast Community Trust](#)
Buller, Grey, and Westland

Councils: As outlined on the following page, all the Councils have grant funding relevant to Play, including funding for recreation, sport, art, events, programmes and facilities.

All the Councils in Te Tau Ihu administer the *Creative Communities Scheme* on behalf of Creative NZ. Check with your local council's funding advisor for up-to-date information on local funding schemes.

Council funding rounds relevant to play:

- **Tasman District Council Community Grants Youth and Children Fund**
Supports community-based programmes with a social, educational, or sport and recreation focus.
- **Marlborough District Council Small Town Programme**
Programme to design central urban spaces with freedom of movement, connectivity and accessibility, and a sense of place and unique identity.
- **Marlborough District Council [Community Projects Fund](#).**
Applications are accepted for individual projects up to \$10,000.
- **Nelson City Council Neighbourhood Project Grants**
For projects that;
 - bring the community together
 - are community-led
- **Buller District Council Community-Led Revitalisation Fund**
For projects that will:
 - Transform public spaces
 - Enhance community wellbeing
- **Kaikoura District Council - The George Low Trust Fund**
 - Provides sports and recreational equipment for the youth of Kaikōura

Funding for Councils

- **Waka Kotahi [Streets for People](#) programme 2021 – 2024**
Streets for People provides funding for Councils to enable the rapid reallocation of space to encourage walking, cycling, and scooting, ... making our towns and cities safer and more liveable.
The programme builds on the learnings of *Innovating Streets*, to adapt transport systems to put people and place at the heart of our streets.

SPACES

It's important to design children in, not out, by creating a variety of play spaces where people stay, linger and socialise, where children of all ages can be active and visible in the public realm. Playful spaces work better for everyone.

Children are an indicator species; a place that is child-friendly and playful is a place where children aged 8 or over can go out alone into a fun and accessible rich play environment. That environment might include spaces for diverse activities, a variety of materials, diversity of terrain, opportunities for challenge and movement. Traffic is slowed, with safe road-crossings and wide footpaths, and water, toilets, and shade are provided.

*"A good play space will always have some element of quirkiness— something that shows that this is a space where anything is possible and where the world has a strange slant."*⁴⁰

"I love mud on sports grounds; shows it's been used. Part of the annual cycle. I have to keep reminding people it's about what the kids want, not what the parents want."
— Council Parks staff

It is also important not to deny children opportunities to experience risk and challenge, and to create their own play pathways. Designed and purpose-built playgrounds provide some benefits to Play, such as physical activity and some exploration, but in general they tend to reduce elements of risk, exploration and creativity. Danish architect Jan Gehl, a global leader in people-centered urban design said: "Often the most useful purpose of a regular playground is to denote a gathering space for kids and to provide them something to do till other kids come along and a better game is devised."

*"Policy and practice are often focused on the goal of reducing adverse outcomes, when there is a manifest need to take into account the benefits of allowing children more freedom to explore, discover, take a degree of responsibility and experience risks for themselves."*⁴¹

Tim Gill notes that keeping children safe conversely involves them in taking risks so that they can learn how to assess and respond to them; "children will never understand risk if society prevents them from experiencing it."⁴²

Several interviewees commented on traffic risks and the dominance of car culture. In designing play-friendly spaces, opportunities for risk-taking should be incorporated, although the threat posed by traffic is something that needs further mitigation. [In the UK,] cost-benefit analyses show that residential traffic calming is at least ten times as effective in reducing accident numbers as playground safety surfacing.⁴³

Play Space Ideas

There are many ways to incorporate opportunities for Play into public space, as listed below. Two larger upcoming opportunities in Nelson are the proposed Bridge Street Linear Park development and the Waka Kotahi Waterfront development incorporating Play aspects within connections from the city to the beach. These are the types of projects that the Play Advocate could work alongside Councils in order to ensure that space for Play is included in Council projects.

‘Play on the Way’: Make town centres fun, easy and safe to walk and cycle to and through, environments that surprise and delight with elements to explore and discover. Include elevation: steps and walls / urban adventure / parkour.

Signage: Friendly, positive, fun signage to invite laughter and promote playful activity

Street furniture with play elements: Add swings, slides, climbing-walls, jungle-gym bars, basket-ball hoops or skate-ramps, etc

Public Art and Water features:

Make them playful and interactive

Public WIFI for technology-based play

Learning opportunities: Incorporate playful learning opportunities into spatial design.

Adopt an area: Neighbourhood communities could adopt unloved, unused areas that are easy to get to and have play friendly

features such as slope or a tree and advocate or collaborate to make them more useable

Identify under-utilised outdoor spaces:

Examine how much space is occupied by car-parking, and whether public or private spaces such as schools, recreation centres, tennis courts, community gardens, Plunket grounds, rest-home gardens, RSAs, motel gardens, function centres, art galleries, car parking areas, malls and shopping centres. could be re-purposed for Play and made available for public access after-hours, (if not already).

Connect with nature and culture: A good example from Te Ao Māori is Mara Hupara. *“Mara Hupara are natural educative playgrounds ... which encourage being in tune with nature and connected to the whenua.”*⁴⁴

*“In Aotearoa, acknowledging ngā kōrero tuku iho o ngā tangata whenua (the stories of the people of the land) and the wairua (spiritual) component of Te Ao Māori (the Māori worldview) brings deeper meaning to both the activity and the object itself, and creates the difference between a ‘nature playspace’ and mara hupara. ... It is essential to learn the pūrākau (cultural narratives) of the place and the people, and that can only happen through meaningful engagement with tangata whenua / mana whenua.”*⁴⁵

Create opportunities to modify the environment and manipulate materials (including loose parts)

Create spaces within spaces, and networks of spaces to explore

INSIGHTS

Sport Tasman can provide or inform insights into how, where and when play is happening, how it is supported and the impacts of play initiatives. Sport Tasman should work closely with Sport NZ to ensure all regions ask the same questions to allow comparisons across the region and ensure more play-related questions in community surveys. They can also encourage allies to review their own commitment to and investment in play.

Measure & Report Play

It is necessary to measure 3 different types of insights:

1. **Public User experiences** – children's (and also to gather parental feedback)
2. **Play opportunities** – what exists with regard to Space and what Play delivery is there
3. **Organisational Maturity** – how Sport Tasman is doing with regard to Play; staff knowledge/understanding and application of that knowledge

Each of these is discussed in more detail on the following page.

Sport Tasman would need to create their own evaluation rubrics with target thresholds as illustrated in the table. Some suggestions are at [Appendix 5](#).

LEVEL OF SUCCESS:	Marginal / No real success	Developing / Partial success	TARGET Accomplished / Good success	Exemplary / Excellent success
TYPE OF OUTCOME	RANKING AGAINST THRESHOLDS			
Quantity of xxx	Far below target numbers	Somewhat below minimum target numbers	Reaches target number (within target range)	Exceeds target numbers
Quality of xxx	Mostly negative feedback	Neutral feedback	Generally positive feedback (eg over 60% of feedback is positive)	Overwhelmingly positive feedback eg over 80% +ve
Behavioural changes	No behavioural change	Minor behavioural changes	Participants' behaviour reflects target	Participants' behaviour exceeds target

Ways to gather data

Gathering quantitative and qualitative data can be done in many different ways, depending on what insights are required. Simple counts or satisfaction surveys can be conducted, however, in order to measure *change*, baselines should be identified and success targets agreed.

Data gathering can be done by Sport NZ, Sport Tasman, Councils and other Play allies, using methods appropriate to each situation, such as:

- self-reporting,
- observation,
- self-completion surveys,
- focus groups,
- interviews,
- follow-up phone calls,
- monitoring Active NZ Play Data,
- organisational audits.

"Kids are an indicator species. If a city works for an 8-year-old, it will work for everyone."

- Gill Peñalosa, former Head of Parks, Bogotá, Colombia

Public User Experiences

This means capturing how kids play, where and how often, as well as the quality of their experiences and the barriers that they face.

Sport NZ is developing *Play Sufficiency* measurement tools to capture the experience of the child, as well as how they get there and how the environment supports them. Play sufficiency is a concept which asks, “are our neighbourhoods play friendly?”. In doing so it draws together...

- The agency that our tamariki have to play
- Their awareness of play opportunities
- The quality and quantity of existing play assets as well as their accessibility and
- The overall enjoyment of existing play provision



Play Opportunities

This means identifying what spaces exist for Play and what Play opportunities are delivered in those spaces.

Herrington and Lesmeister (2006)⁴⁶ offer the 7Cs as research-informed criteria for assessing the design of outdoor space. These criteria could also be applied to non-designed spaces.

The 7Cs are:

- 1) Character: the overall feel and design intent of the space;
- 2) Context: the interrelationship of the play space and its wider context (including climate);
- 3) Connectivity: how areas connect with each other, including the indoor and outdoor spaces;
- 4) Change: diversity of affordances within the space as well as how it changes over time and how children can change the space (including planting and loose parts);
- 5) Chance: the opportunity to do something, to interact with the space and modify it; the chance for mystery and exploration;
- 6) Clarity: the space should be coherent and readable, including sight lines and sound;
- 7) Challenge: the opportunity for challenge and risk-taking.

Organisational Maturity

This means measuring staff **knowledge, attitudes, behaviour and processes** with regard to Play.

The Sport NZ [Physical Literacy Maturity Model](#) contains a checklist to help organisations measure staff **knowledge, attitudes, behaviour and processes** with regard to Physical Literacy. Many of these measures could be adapted to become Play-specific. This would be a useful tool for Sport Tasman staff and board members to use in self-appraisal.

Relevant questions suggested by Sport NZ to assess where Play sits in your organisation include:⁴⁷

- *Is play acknowledged, prioritised and actioned in any strategic frameworks?*
- *Who has oversight/responsibility for play?*
- *What is your organisation's ownership of play opportunities?*
- *What are your current play provision channels? How/do you provide play?*
- *What are your current levels of investment into play?*

APPENDICES

Appendix 1: Sport NZ Principles of Play

Like other parts of the sport and active recreation, government and private sectors, Sport NZ has a role in making sure that opportunities for kids to play are preserved, enhanced and relevant to the world we live in today. They have developed the following set of play principles to help guide their work in partnering and collaborating with others interested in play, and to advocate on the importance of play for young New Zealanders.

1. Play is important to the wellbeing of young New Zealanders

- It is vital in ensuring young people have the best possible start in life and develop a lifelong love of community sport and being physically active.

2. Play is a cornerstone of our Physical Literacy Approach

- Play is a crucial part of physical, cognitive, social/emotional and spiritual development for young people.

3. Play is the shared responsibility of everyone

- It needs clear and strong leadership from those who can enable play. This includes the views and opinions of young people.
- It is equally important in the settings of home, school and community.

4. Young people must have access to enriched and varied playful experiences within their local environments

- A variety of play types
- As an individual and with others
- Space and place – built and natural
- Sensory rich

- A sense of an escape from realism
- Physical movement

5. Adults must understand what their role is in enabling play

- Quality play experience involves limited adult input.

6. Young people need the opportunity to experience risk and challenge through play

- The provision of opportunities for all children to encounter or create uncertainty, unpredictability and potential risks (including physical, cognitive, social/emotional and spiritual) as part of their play.
- We do not mean putting children in danger of serious harm.

7. Wherever possible, play should include the opportunity to be active

Appendix 2: Endorsement of Play at Government Level

Many government Ministries or Departments policy statements endorse play as a developmental factor worthy of investment, including the Ministry of Sport's crown entity Sport New Zealand (Sport NZ), the Ministry of Health, the Ministry of Education, Oranga Tamariki, and the Department of Conservation. Each of these is summarised on the following pages.

Sport New Zealand

Sport NZ's Vision is "Every Body Active" is described in their Strategy Document as:

1. All tamariki, rangatahi and adults being physically active through Play, Active Recreation and Sport.
2. No one missing out on the benefits of Play, Active Recreation and Sport, regardless of factors such as gender, disability, ethnicity, sexual orientation or where in Aotearoa New Zealand they live.
3. Every New Zealander is able to access a quality experience at home, within their neighbourhood and across their community.
4. Communities are collaborating, generating ideas, and owning the creation and promotion of opportunities for all New Zealanders to be active.

With regard to Tamariki (5 – 11 year olds), the Sport NZ focus is on Play and Physical Education (PE) in primary schools and kura.

When we refer to the Play, Active Recreation and Sport system we're talking about central and local government agencies, regional sports trusts, sport organisations, private and commercial

providers, schools, clubs, teams, investors, social groups and families. It encompasses the collection of regulations, organisations, places and people who directly or indirectly participate, support, contribute to or influence Play, Active Recreation and Sport in Aotearoa New Zealand.

There are four domains to physical activity: active leisure, active transport, household chores and occupational activity. Our role and core purpose is within the active leisure domain. It is here where we seek to improve physical activity levels through Play, Active Recreation and Sport to ensure the greatest impact on wellbeing of all those living within Aotearoa New Zealand.⁴⁸

Sport NZ will also be investing in a cross-government play approach and launching an Aotearoa New Zealand Play Plan (Sport NZ's response to the play strategy) in the 2020- 2024 period, continuing the development of national and regional play system leadership to influence other agencies, in particular Territorial Authorities, regional and local play plans, and providing more free play opportunities for tamariki at school (through the Healthy Active Learning initiative).⁴⁹

Healthy Active Learning

[Healthy Active Learning](#) is a joint initiative between **Sport NZ** and the **Ministries of Health and Education** that has been implemented across more than 300 schools and kura. In its third year it will be extended to a further 500 schools and kura across the country from 2022 to 2024.⁵⁰

The Ministry of Health

The **Ministry of Health** website promotes physical activity for children and young people, in order that they can “develop strong muscles, bones and joints, move with balance and flexibility, develop and maintain a healthy heart and lungs, maintain a healthy weight, and build self-confidence and social skills”.⁵¹ Their physical activity guidelines for tamariki and rangatahi (aged 5 to 17) and for under-5s recognise the importance of play in ensuring rangatahi are active and helping them develop socially, emotionally and cognitively.⁵²

They state that children and young people need to be active at home, at school, at play, during the weekends and in the community. They should do at least 1 hour of moderate or vigorous physical activity spread over each day.⁵³ Their website includes [guidelines on how much physical activity](#) people of different age groups should do to maintain physical fitness.

Ministry of Education

As well as supporting the Healthy Active Learning initiative, the Ministry of Education values Play as meaningful learning and recognises the importance of spontaneous Play within *Te Whariki* (the early childhood curriculum), which states: ‘Play is an important means by which children try out new roles and identities as they interact with others.’⁵⁴ The

Ministry of Education provides a reference library for kaiako which includes information on how Play is important for learning and development. As stated [above](#) Play-based learning is an emerging pedagogy which is being increasingly used in junior primary classrooms with some schools trialling play-based learning at middle and senior primary level.⁵⁵

Oranga Tamariki

Oranga Tamariki's National Care Standards Regulation 34 requires them to ensure that support is provided to address the play, recreational and community needs of each tamaiti or rangatahi in care or custody. That is, to access to appropriate books, toys and recreational equipment, establish and maintain peer and community relationships, attend and participate in sporting and cultural activities, and be provided opportunities for play. Each child's play, recreation and community activity needs are identified through the Tuituia assessment to identify what te tamaiti or rangatahi enjoys and what social networks are available in the community to support them to participate, such as school, afterschool groups, other clubs, cultural and faith-based groups.

Being involved in play, recreation and community activities helps tamariki and rangatahi to develop a sense of self-worth and feel proud of themselves. They allow tamariki and rangatahi to pursue something meaningful and productive as they learn new skills and build pro-social relationships through sporting and other activities.

For tamariki Māori participation can help them build their connections with others. This is consistent with the principles of mana tamaiti, whakapapa, and whakawhanaungatanga, which aligns with the whakamana te tamaiti practice standard. Play and recreation can be a safe and fun way for te tamaiti to grow their knowledge of their whakapapa connections, build comfort with te reo and understand underlying values and traditions of their whānau, hapū, iwi and marae through things like kapa haka and waka ama.

To meet a young person's play, recreation and community needs, Oranga Tamariki provide descriptors of success with a range of levels. The measures most relevant to Play include:

Social and community relationships - Mokopuna Ora perspective

Level 10 Descriptor — [The child is] Active within their local community, has strong positive social networks and is involved in a range of social, community, recreational activities either as an individual or in association with parents and whānau or family. Has an adult with whom they can confide, who supports or mentors them and is a positive role model.

Cultural connections - Mokopuna Ora perspective

Level 10 Descriptor — [The child is] Well connected to the people, groups and places that provide an anchor for the cultural and/or faith-based values of te tamaiti or rangatahi. These promote pro-social values and provide positive role models for them.

Community resources - Mokopuna Ora perspective

Level 10 Descriptor — [The child has] Full availability, access to and use of community services/resources. These might include sports clubs, recreational facilities, libraries, playgrounds, health, disability or social services.

Networks of support - Mokopuna Ora perspective

Level 10 Descriptor — [The child is] Active within their local community, has strong positive social networks and is involved in a range of social, community, recreational activities either as an individual or in association with parents/caregivers. Has an adult with whom they can confide, who supports or mentors them and is a positive role model.⁵⁶

Department of Conservation

The Department of Conservation website outlines the benefits of connecting children with nature as an essential investment in children's health; stating studies show that regular direct access to nature can:

- increase self-esteem and resilience against stress and adversity
- improve concentration, learning, creativity, cognitive development, cooperation, flexibility and self-awareness
- prevent childhood obesity.

The concern is that in an increasingly urbanised world – with television, computers, and extracurricular activities competing for time – fewer children have the opportunity to enjoy playing in nature.

“A number of recent international surveys indicate that fewer children are experiencing nature directly, with the majority of children playing indoors more often than out ... and many young people ... are far removed from nature.”

Unstructured Play is seen as one of the most effective approaches to connecting children with nature:

“Hands-on, informal, self-initiated exploration and discovery in local, familiar environments are often described as the best ways to engage and inspire children and cultivate a sense of wonder.”⁵⁷

Their website includes a page of [conservation activities to do with children.](#)



Appendix 3: The Play Landscape in Te Tau Ihu

The Top of the South / Te Tau Ihu area stretches from the Buller District on the West Coast, through the Tasman District, Nelson City, and Marlborough District to Kaikoura on the East Coast.

The climate in top of the South Island is mild, with some of the highest sunshine hours of anywhere in New Zealand. Rainfall is highest in the western part of the area.

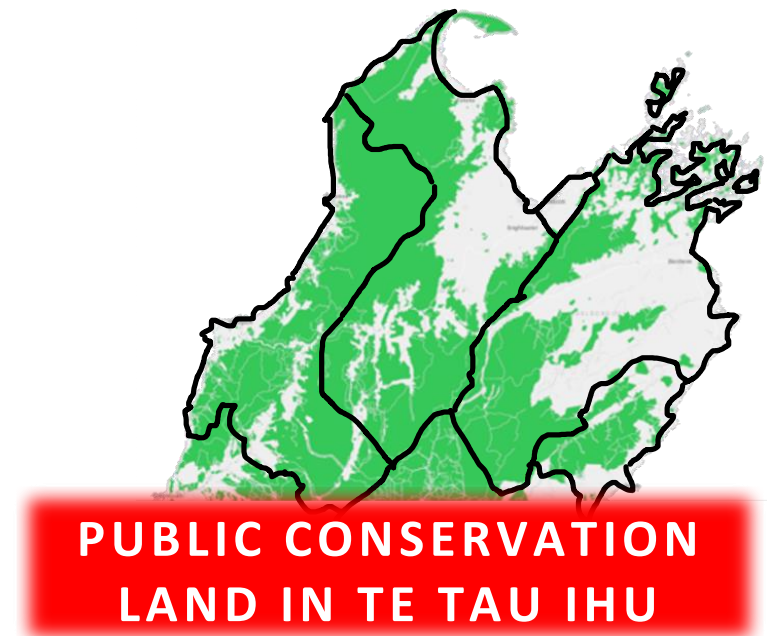
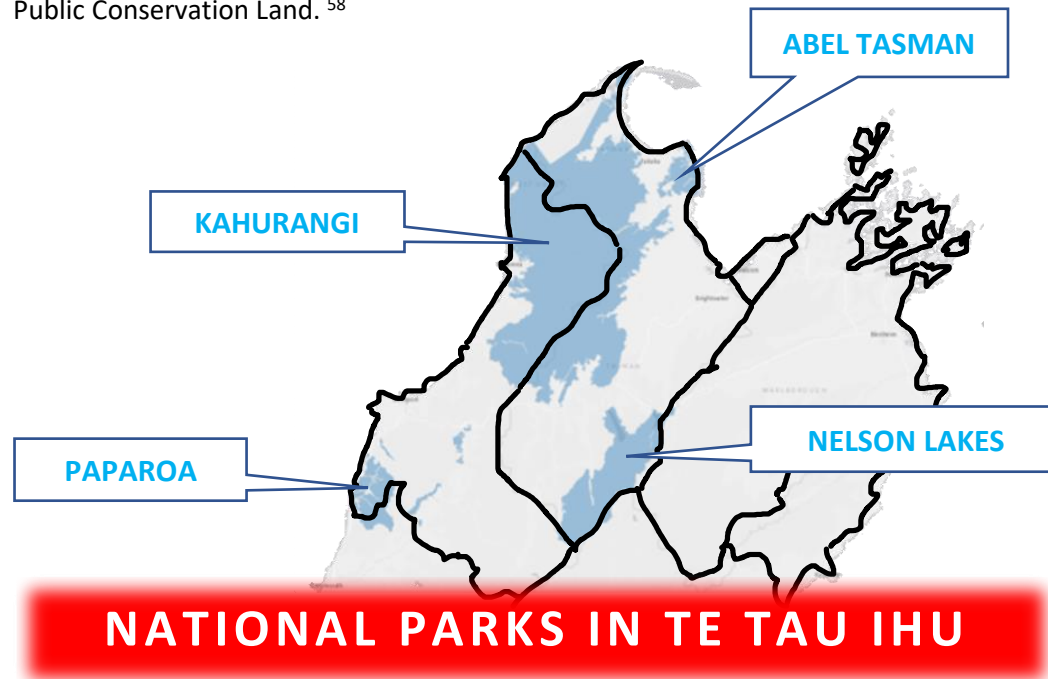
There is a huge range of activities and spaces to play. Top of the South features an astounding selection of attractive and popular natural areas from mountain ranges, hills, lakes, rivers, lagoons, wetlands and the ocean, with an extensive coastline which varies from high cliffs and rugged rocks to pebbled or sandy beaches. Cycling, walking and tramping are popular recreational activities.

Most urban neighbourhoods in Te Tau Ihu offer access to natural environments such as areas of native bush, hills, rivers, or beaches.



Department of Conservation Land

The Department of Conservation (DoC) administers a substantial amount of the Te Tau Ihu area which includes four National Parks, (see below) Regional Parks, Conservation Areas, Ecological Areas, Wildlife Management Areas, Scenic Reserves, Forest Parks, Great Walks, the Marlborough Sounds and other Public Conservation Land. ⁵⁸



Some of the Regional Parks & conservation areas in Te Tau Ihu are listed below, and there are many more smaller parks and reserves and walking routes throughout the region.

- | | |
|---------------------------------|---|
| ○ Farewell spit Nature Reserve | ○ Ka Whata Tu o Rakihouia Conservation Park |
| ○ Northwest Nelson Forest Park, | ○ Rainbow Conservation Area |
| ○ St James Conservation Area | ○ Molesworth Recreation Reserve |
| ○ Victoria Forest Park | ○ Big Bush Conservation Area |
| ○ Mt Richmond Forest Park | ○ Howard Conservation Area |
| ○ Leatham Conservation Area | ○ Lewis Pass Scenic Reserve |

Great Walks in the region

- Paparua Track
- Abel Tasman Coast Track
- Heaphy Track

National Cycleway Trails in the region

- Great Taste Trail
- Coppermine

There are 2 National Cycleway Trails, as well as other recreational cycle trails, mountain bike parks and trails, a velodrome.

Appendix 4: Te Tau Ihu Demographic Statistics

164,112
people living in the region

73,246
people aged under 20

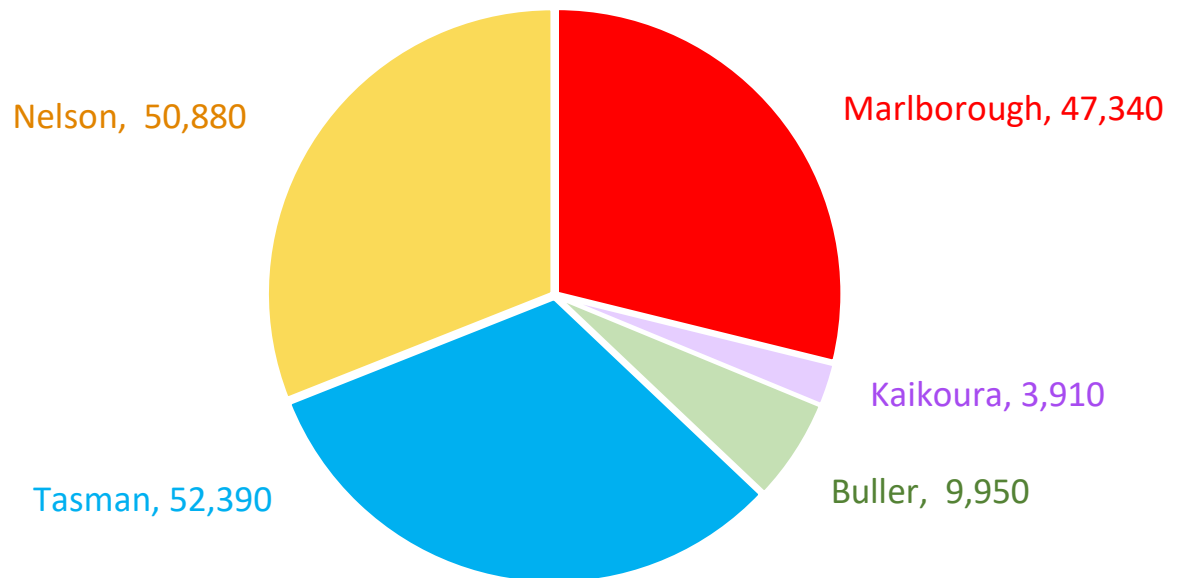
20,517
Children aged 5-9

(Stats NZ Census 2018 data)

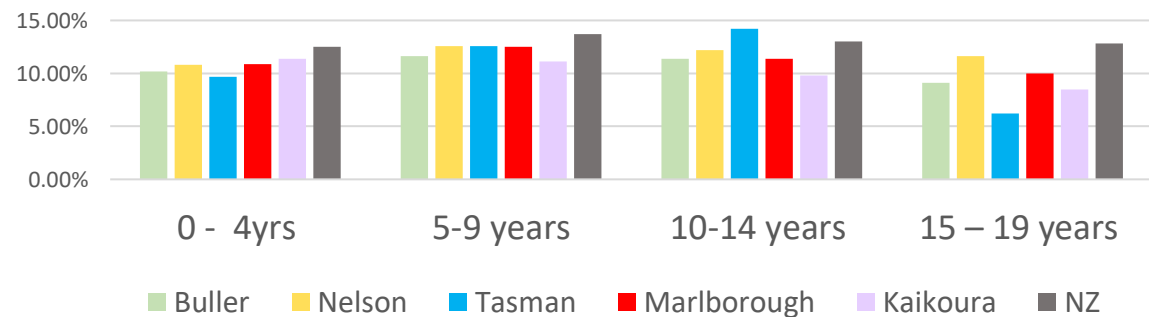
Note:

Ministry of Education website shows
11,616 children of primary-school
age (year 1 – 6)

TE TAU IHU – POPULATION BY DISTRICT



AGE GROUPS 0 - 19 ACROSS TE TAU IHU (NZ CENSUS 2018)



Appendix 5: Suggested targets for proposed Play Aims

LEVEL OF SUCCESS:	Marginal / No real success	Developing / Partial success	TARGET Accomplished / Good success	Exemplary / Excellent success	TYPE of INSIGHT
Te Tau Ihu is the Most Playful Region in Aotearoa					
Average hours per week spent playing in Te Tau Ihu compared with other regions (Sport NZ surveys)	Far below other regions	Somewhat below other regions	Equal to other NZ top-play regions in amount of time spent playing	TTI Exceeds all other regions	EXPERIENTIAL
Children (and adults) in Te Tau Ihu spend 8 hours or more playing each week					
Quantity of TTI participants who report 8hrs weekly play (Sport NZ surveys)	0 – 19%	20 – 49%	50 – 79% of people in Te Tau Ihu report weekly play of 8 hours or more	Over 80%	EXPERIENTIAL
Children (and adults) have time, space, and permission to play in Te Tau Ihu					
People in Te Tau Ihu self-report having enough <i>time</i> for play	0 – 19%	20 – 49%	50 – 79% of children in Te Tau Ihu report having enough time for play	Over 80%	OPPORTUNITY
People in Te Tau Ihu self-report having enough <i>space(s)</i> for play	0 – 19%	20 – 49%	50 – 79% of children in Te Tau Ihu report having enough space for play	Over 80%	OPPORTUNITY
Children in Te Tau Ihu self-report having that they are <i>allowed</i> to play	0 – 19%	20 – 49%	50 – 79% of children in Te Tau Ihu report that they are allowed to play	Over 80%	OPPORTUNITY
Children in Te Tau Ihu can safely enjoy a balance of both regular structured play and unstructured play, close to where they live.					
Play sufficiency mapping shows unstructured play locations close to where people live	0 – 19%	20 – 49%	50 – 79% of children in Te Tau Ihu live close to unstructured play locations	Over 80%	OPPORTUNITY
Play Sufficiency mapping shows structured play locations or events close to where people live	0 – 19%	20 – 49%	50 – 79% of children in Te Tau Ihu live close to structured play locations or events that occurred in previous 12 months	Over 80%	OPPORTUNITY
Local environments create access to varied active play experiences, including risk-taking and challenge					
Qualitative audit of local environments (ie include access to nature)	Mostly negative feedback	Neutral feedback	Generally positive feedback	Overwhelmingly positive feedback	EXPERIENTIAL
Other qualitative feedback?	Mostly negative feedback	Neutral feedback	Generally positive feedback	Overwhelmingly positive feedback	EXPERIENTIAL

LEVEL OF SUCCESS:	Marginal / No real success	Developing / Partial success	TARGET Accomplished / Good success	Exemplary / Excellent success	TYPE of INSIGHT
Sport Tasman prioritises & enables Play					
Number of ST staff who are PC's	0 – 19%	20 – 49%	50 – 79% of Sport Tasman staff are trained and act as PCs	Over 80%	MATURITY
Number of Play Champions allied with each HAL coordinator	The HAL coordinator has no PC allies	Each HAL coordinator has least 5 PC allies	At least 10 PCs allied with every HAL coordinator	11 or more PCs allied with every HAL coordinator	MATURITY
Number of meetings dedicated to play	Less than once per quarter	Once per quarter	Once per month	More than once per month	MATURITY
Number of hours of PC PD provided for external PCs	Less than half an hour per month ie less than 1.5 hrs per quarter	Half hour per month ie 1.5hrs per quarter	1 hour per month equivalent ie 3 hours per quarter.	More than 3 hours per quarter	MATURITY
Total amount of Tu Manawa Activate Aotearoa funding spent on Play in TTI	?	?	Increase or maintain status-quo?	?	OPPORTUNITY
Play Champions are engaged					
Number of external PC's who have participated in PD sessions	0 – 19%	20 – 49%	50 – 79% of PC's have participated in at least 50% of PD session time	Over 80%	MATURITY
Play champions - self-report increased uptake of prompting play	No behavioural change	Minor behavioural changes	Participants' behaviour reflects targets	Participants' behaviour exceeds targets	OPPORTUNITY
Number of resource bookings made by PC's to activate play eg: Playler or other ST resources	?	?	Increase or maintain status-quo?	?	OPPORTUNITY
Number of Tu Manawa applications from PC's	?	?	Increase or maintain status-quo?	?	OPPORTUNITY

LEVEL OF SUCCESS:	Marginal / No real success	Developing / Partial success	TARGET Accomplished / Good success	Exemplary / Excellent success	TYPE of INSIGHT
Adults understand the benefits of play to young people's cognitive and physical development					
Adults can describe benefits of Play to YP's development	0 – 19%	20 – 49%	50 – 79% of PC's in Te Tau Ihu can describe the benefits of Play to young people's development	Over 80%	MATURITY
Adults understand their role and responsibility to advocate for, enable and/or activate play					
Adults can describe their role in advocating for, enabling and/or activating Play	0 – 19%	20 – 49%	50 – 79% of PC's in Te Tau Ihu can describe their role in advocating for, enabling and/or activating Play	Over 80%	MATURITY
Adults are aware of challenges and barriers that reduce opportunities for play					
Adults can describe challenges and barriers that reduce opportunities for Play	0 – 19%	20 – 49%	50 – 79% of PC's in Te Tau Ihu can describe challenges and barriers that reduce opportunities for Play	Over 80%	MATURITY
OTHER SUGGESTIONS OF THINGS TO MEASURE - DEPENDING ON SPORT TASMAN AIMS AND GOALS					
Percentage of schools or provider organisations that prioritise wellbeing /physical activity in their charter or strategic plan	?	?	?	?	
Percentage of Sport Tasman staff or external Play Champions involved in specific activities, eg: <ul style="list-style-type: none"> Play planning Resource development 	?	?	?	?	
Percentage of organisations or schools involved in specific activities, eg: <ul style="list-style-type: none"> Active Expo 'Connecting Communities' day 	?	?	?	?	

GLOSSARY OF MAORI WORDS

Haka	Dance
Hauora	Health
Iwi	The people
Kaiako	Teacher / Learner
Karakia	Prayer
Kōrero	Discussion
Kura	School
Kaupapa	Set of values / basis
Matauranga	Knowledge
Purakau	Cultural narrative(s)
Rangatahi	Youth / Young people
Rangi	Sky
Rununga	Iwi authority
Taonga Tākaro	Traditional sports/games
Tamariki	Children
Te Ao Māori	The Māori World
Te Taiao	The environment
Te Tau Ihu o te Waka a Maui	The Prow of Maui's waka (Upper South Island)
Tikanga	Custom/protocol
Wai	Water
Whakapapa	Ancestral line
Whakatauki	Proverb(s)
Whanau	Family/Families
Whenua	Land

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