



Engagement with Children and Young People Play Sufficiency Assessments and National Planning Framework 4 (Draft)

Introduction

Play Scotland and A Place in Childhood (APiC) are assisting the Scottish Government in consulting with children and young people on two areas of policy: Play Sufficiency Assessments and the National Planning Framework 4 (Draft).

Play Sufficiency Assessments: a draft tool to support local authorities to assess the play opportunities in their areas for children and young people aged 0-18. The assessment will cover outdoor play, informal sports, games, hobbies and hanging out; and how well they are accessible for children and young people, parents and carers and the community. Carrying out these assessments will soon be a necessity for every local authority as part of the implementation of the Planning (Scotland) Act 2019.

The National Planning Framework 4 (Draft): a long term plan for Scotland's development to 2045 that will influence day-to-day decision-making in all planning decisions once adopted. NPF4 is not just about a revised planning system, it sets a vision for how our places will change in the future and explains how we will work together to build sustainable, liveable, productive and distinctive places. This includes proposed policies around responding to the climate emergency and creating environments that better support children and young people's rights, wellbeing and development.

It is vital we hear a range of views and experiences across Scotland to get this right.

We are therefore hoping you will help us by asking the groups of children and young people you work with some questions about their experiences of play, relaxation, and leisure in their local areas.

The facilitator's pack below will guide you through the process of running one engagement that will allow you to submit a group response to both consultations using the proforma.

Aims of the engagement

- Understand whether the proposed regulations are missing any types of spaces children play in.
- Understand the impact of age and other protected characteristics as they relate to children and young people, and location of types of places for play and recreation.
- Seek to understand more about what might constitute sufficient provision of play opportunities in terms of quantity and quality in the views of children and young people.
- Check that the language used with regard to play is suitable for the varying age groups.
- Understand how children and young people relate to their local area and beyond, and what ideas and priorities they have for Scotland's future.
- Discuss the concept of 20 minute neighbourhoods, to understand what they mean from the perspectives of children and young people.

Running an engagement with children and young people

Both consultations close on **Thursday 31 March 2022** so please run your engagement and submit your report before then.

Step One - Preparation

Work out the best way to engage with children and young people – what works for your group and what you have time/resources to do. Some ideas include:

- Plan a tour for a new member of your group – ask the children/young people how they would introduce a new child/young person to their area. What would be the important places to show them? Plot these points on a map. Ask how they would explain / describe these areas.
- Go on a walk with your group outside to explore the spaces they use and ask them what they like about the spaces and what would make them better to live in and for play, or share pictures they have taken of these spaces. This will help ensure you understand the places they are referring to if you are less familiar with their local area, or if they have different names for places and spaces than those used by you and other adults.
- Break into discussion groups and appoint one child/young person at each table to be the facilitator
- Use a large map on a wall/table or large screen (A0 is best) to help guide children and young people on the different spaces and places they use in the local area.
- Ask the group to draw maps from memory of their local area, either individually or working together.

Step Two – Introduction & Consent

- Let the children and young people know what the consultation is for. Below is a suggested blurb (please use words that are appropriate for your group):

The Scottish Government wants to make better places for everyone, and understands that not all children and young people have enough interesting outdoor places to do what they want to, close to where they live.

To change this, they are introducing something called 'Play Sufficiency Assessments'. Every council, including yours, will soon need to understand how good the opportunities in their area are for outdoor play, informal sports, games, hobbies, being close to nature and hanging out. They are also requiring councils to prepare Open Space Strategies these should help improve everyone's access to good quality open spaces in their local areas.

The Scottish Government are also introducing a new National Planning Framework 4. It sets a vision for how our places will change in the future, up to 2045, and explains how we will work together to build sustainable, liveable, productive and distinctive places. To get this right, Scottish Government wants to hear from you about the types of places you like to go, how you get there, what they're like, and what could be better. They will use this information to understand how to make the process and ideas work as well as they can.

You are an expert in where you live, play and hangout, and so we are hoping you will help us out. We are very grateful for the support you give us in answering these questions. Thank you!

- Ask the children and young people if they would like to take part in the consultation
- Check that parents and carers know - in line with your consent policies - and send them the links to the formal public consultations so they can take part too. (These links are included below)
- Tell children and young people what they say will be anonymous e.g. their names won't be used.
- Keep your child protection policy in mind in case anything that concerns you comes up.

Step Three – Questions

The questions on page 4 and 5 are general themes. Please adapt and use language and methods that work for the children and young people you work with. **You might not get through all the questions but whatever you can do will help us.** Below we set out the reasons we are asking each of these sets of questions.

Firstly, using postcode and age will allow us to understand how needs may be different across the age range and in different types of community.

Asking about the types of places they play, hang out, and conduct hobbies in will generate lists of actual places and/or types of places. We particularly want to gain children's insights about the features of what makes a good place to play/open space, so we can use this to help develop guidance for planners on what to look for when they go out to assess spaces. Asking about quantity and quality gets us to start understanding how they may perceive sufficiency and what would make a place good in their eyes.

Questions about waving a magic wand or what is missing in their area, allows us to get imaginative responses about future change and what is important to them.

Questions about shark infested waters or natural disasters allows us to hear from children what they think would be important in a 20-minute neighbourhood. This is a key new policy initiative, so it is important to find out about what everyone needs to be able to access daily in a community. Asking children about this allows us to hear about what changes they would make to a local area to improve their access to what is most important to them and others in their lives.

Finally, the type of language children and young people use and whether or not they answer the questions in ways we would expect helps us to understand if we're getting the questions right and if there is other terminology we should be including in the regulations, policy or guidance.

Children (Primary School Age)

1. What is your age?
2. What is your postcode?
3. What are your favourite WAYS to Play?
 - a. Be active: run, jump, slide, swing, ball games, skip, chase.
 - b. Be adventurous: climb, be daring, hang upside down, jump from high up, swing high, walk on logs, splash in water/ puddles
 - c. Hang out: meet friends, chat, laugh, shout, sit around (generally hang around).
 - d. Make things: create, draw, paint, build things, make dens, grow plants
 - e. Use wheels: cycle, scooter, skate, skateboard
 - f. Be quiet: imagine, dream, invent, hide, chill, explore nature and see wildlife
 - g. Get wet or grubby: paddling, mud, digging, buckets, mixing
 - h. Feel free: get out of the house, express yourself, away from adults, be yourself
4. Do you have places to play in your favourite ways in your area? Where are they? Are they easy to get to? Are there enough?
5. How do you normally get to the place(s) you play in? By walking, cycling, wheeling etc? Or by bus or car?
6. What are the best things about playing, hanging out and doing hobbies in your area?
7. What are the worst things about playing, hanging out or doing hobbies in your area?
8. How often do you play outside? Is it often enough? What stops you playing out more often?
9. If you could wave a magic wand, what more / other / better places would you have to play, hangout or do your hobbies in your area? What, of these ideas, is the most important – what are our priorities for change?
10. If our local area was suddenly cut off from the rest of the country – by shark infested water, or by natural disaster, what would we do? What do we have already that would help? What would we need to build or make or do together to survive? It can be useful to draw a boundary around a map if you are using one, to show where the border would be.

Young People (Secondary School Age)

1. What is your age?
2. What is your postcode?
3. What spaces are there for play, recreation, informal sports and hanging out where you live?
4. How do you normally get to the places you play in? By walking, cycling, wheeling? Or by bus or car?
5. What are they like, and are there enough?
6. Are some places better to play or hangout in than others?
7. Why are they good/what features do they have (e.g. slopes, plants, trees, water, things to sit on, steps, shelters, wi-fi...)?
8. Why are some places not-so-good, and what would make them better?
9. Do you have the right variety of local spaces, places and activities to take part in?
10. Do you prefer it when all the things you want to do are in one place, or do you prefer a variety of different places, or you don't really mind?
11. Are there things you can't do near where you live, that are important to you?
12. Is it easy for you to get to the open spaces and play areas you want to go? If not, why? Are there other things that put you off going, and what could make it easier?
13. What are the best things about playing or hanging out near where you live?
14. What are the worst things about playing or hanging out near where you live?
15. If you could wave a magic wand, what more / other/ better places would you have near where you live for play, recreation, informal sports and hanging out? What, of these ideas, is the most important – what are our priorities for change?
16. If our local area was suddenly cut off from the rest of the country – by shark infested water, or by natural disaster, what would we do? What do we have already that would help? What would we need to build or make or do together to survive? It can be useful to draw a boundary around a map if you are using one, to show where the border would be.

Step Four - Recording

It is best to take notes as you go. You can also ask children and young people to take notes of their own and photos and drawings might complement your response. It is important to capture:

- If ideas or thoughts are shared by most children or if only by one or two e.g. 'most children/young people said...' or 'some children/young people said'
- Direct quotes as these are great for getting across ideas e.g. 'one child said "I love playing in this park, but it is scary at night'

If you chose to use a map to make notes on, or draw pictures, or any other visual art, then take pictures of these and include them in your response.

Step Five – Submitting Your Response

Please input the responses you collect from children and young people into the proforma and email the proforma and any images to info@playscotland.org. We will submit them to the relevant consultations at the Scottish Government. If you need a copy of the proforma then please email info@playscotland.org

If you want to do this directly, please send your responses to OSSPSAconsultation@gov.scot and scotplan@gov.scot

If it's more appropriate for your group, we can setup an online link for participants to complete the questions as a survey by themselves – please contact us for this at info@playscotland.org

More information and tools

You can watch a short video about the PSA here: [Play Sufficiency Assessments](#)

You can watch a video about the NPF4 here: [An overview of Draft NPF4 by the Scottish Government Chief Planner](#)

You can watch a video about engaging with children and young people [here](#).

If you want to find out more about the PSA, the consultation paper is available online [here](#).

If you want to find out more about the NPF4 (Draft), the consultation paper is available online [here](#).

You can listen to a podcast about engaging with children and young people in planning [here](#).

THANK YOU FOR YOUR HELP!

Please return responses by Thursday 31 March 2022.