A study of information, messages and resources available to parents and carers in Scotland for cost effective play in the home

Action 6.3 Play in the Home

The Play Strategy Implementation Group
March 2015

Border Crossing Media

SMART PLAY NETWORK
Supporting services, providing fuel for play

The Scottish Government
Riaghaltas na h-Alba

Researchers:

Border Crossing Media

Esther Stringer
François Roshdy

This report was commissioned by the Play Strategy Implementation Group led by:

SMART PLAY NETWORK
Supporting services, providing fuel for play

in partnership with:

NHS Health Scotland

PLAY SCOTLAND

in consultation with:

IPA SCOTLAND

Early Years Scotland
Investing in our youngest children

Scottish Book Trust
inspiring readers and writers

scma | Scottish Childminding Association
committed to quality childcare

Contents

Executive Summary

Border Crossing Media was appointed in April 2014 by The Play Strategy Implementation Group to deliver evidence to better inform and shape the development of action 6.4:

'Develop user friendly guidance for parents and carers on how to access cost effective resources for play in the home.'

The aim of this report is to share the findings of the desk based research that investigated and reviewed the range, quality and accessibility of information and messages available to parents and carers.

Field work took place between the 1st of May 2014 and the 13th of June 2014. During this period over 300 sources from 134 public and third sector organisations were reviewed. Of these 166 were deemed in scope of this project and logged on the data sheet. Due to time constraints other sector organisations were not reviewed.

Key Findings

- The 166 resources that were logged showed a wide range of advice and activity information for a variety of family groups.
- Whilst the information was generally universal and could be applied to all families and in most cases adapted to a child's individual needs there were also examples of resources developed specifically for a target segment.
- 76 resources were delivered on a national level and 90 resources were delivered locally across 18 council areas.
- The majority of resources are in written format and can be found online. This introduces a risk to more vulnerable segments of society without access to the Internet or with low reading skills to be excluded. However there is evidence that access to this information is often provided by a support or health worker provided by a public or third sector organisation such as Children 1st, NHS Scotland, Sure Start etc.
- There is a heavy bias to resources and information available for parents and carers with children under 5, with their being roughly the same number of resources for the age group 0-5 as there is for 6-18.
- The majority of information and advice to parents with children 14-18 is focused on negative behaviour such as substance abuse, under age sex, bullying etc. There was a lack of information and advice on interacting positively with your teenager.
- In general the clarity and accessibility of the language used in the resources was excellent although some feedback from other studies conducted directly with parents suggests that some of the resources could be simplified to be more inclusive.
- There was a lack of consistency within the messaging for national services and resources across different regions with some positioned locally and some positioned nationally which can be confusing.
- The majority of resources were supplied as English only but 5 did offer different languages and 16 of the resources offered more accessible versions (e.g. large print, braille etc). The

mapping study by Children 1st suggests that whilst most resources do highlight that other versions are available most have different versions available upon request.

- 162 out of 166 resources were free for the parent to access (not including access to the Internet). The four paid for resources were all toy library subscriptions.
- 112 of the 166 resources were deemed as free for the parent or carer to engage in the activity. The other 54 resources all had a cost below £5.00 and so all these resources are very cost effective.
- The majority of resources found could be used for all children and be easily adapted to individual child's development, including those with additional support needs. There were however 2 resources that required a large amount of coordination and/or physical activity that could not be adapted.
- There were three resources found specifically for children with additional support needs for play in the home.
- There was a good split of resources from the public and third sector organisations with some good cross-messaging and signs of collaboration between them.
- The resources were delivered in a wide variety of media, however more could be made of audio and video content to increase inclusion.
- There was a good split between advice and activity based resources across the age groups, irrespective of the volume found.
- There were 14 local authority areas where no resources could be found that were delivered on a local level with rural and isolated areas being served less well in general than urban areas.
- There was a clear duplication of messaging across organisations but only 5 clear cases of the same resources being used twice.

Key Gaps

- There were no resources found that are directly targeted to kinship families on the subject of play in the home and other non-standard family types may not be receiving large volumes of information specifically targeting them.
- The 14-18 year old group are not being served in a positive fashion with the majority of resources relating to this group being around stopping or preventing negative behaviour as opposed to providing help and advice on how to interact with them in a positive way.
- There was limited usage of video and audio resources found relating to the topic of play in the home.
- There are 14 council areas where information on play in the home could not be found on a local level.

Background

In April 2014, Border Crossing Media was appointed by The Play Strategy Implementation Group to investigate and review good practice in reaching all parents and carers with clear messages and guidance on cost effective resources[1] and suggestions for play (in the home environment) suitable for children of all ages, stages and abilities.

The findings are intended to deliver the evidence to better inform and shape the development of action 6.3 of The Play Strategy Implementation Group: 'Develop user friendly guidance for parents and carers on how to access cost effective resources for play' by reviewing what is currently available and identifying where there are gaps in the resources.

This study has been designed to support the vision set out in the Play Strategy for Scotland paper produced by The Scottish Government produced in June 2013:

"We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities."[2]

There are a multitude of issues that can affect a family's ability to play in the home including:

- Long term health conditions, physical or mental
- Physical or learning disabilities
- Unemployment
- Bereavement
- Substance Abuse
- Physical and Mental Abuse
- Rural, isolated families
- Lone parent families
- Teenage and young parents
- Language (non-English speaking)
- Homeless or travelling families
- Older parents
- Large families
- Too much for the parent/carer to do
- Lack of creativity or awareness
- Misunderstanding that play requires money
- Lack of energy and poor nutrition
- Lack of self-belief and self-esteem.

The Scottish Government's Early Years Framework (2008)[3] policy states:

"All Children in Scotland are entitled to the best start in life and recognises the role of the Scottish Government, local partners and practitioners in early years services in ensuring the needs of all children are met, regardless of their economic or social circumstances."

Therefore it is important for all families to have access to user friendly, cost effective resources to help them engage, encourage and support play in the home.

---

[1] Cost effective was deemed as costing below £20 per annum (either as a one-off payment or across the year)
[2] Play Strategy for Scotland, June 2013 – The Scottish Government
[3] Early Years Framework (2008) – The Scottish Government

Research aims and objectives

The aim of the project was to conduct desk based research to investigate and review the range, quality and accessibility of information and messages currently available to parents and carers for guidance on how to access cost effective resources for play in the home.

Five key objectives for the study were set out:

1. Discover and quantify all available information or messages available to parents and carers on cost-effective resources for play in the home environment.
2. Analyse, Assess and Segment the information and messages by:
    a. Effectiveness of reach (current reach and potential reach)
    b. Target age group
    c. Inclusivity
    d. Clarity and Accessibility of information
    e. Cost to parent for resource
    f. Cost to parent or carer for activity
    g. Ability of child to participate in activity
    h. Sectors producing this information
    i. Media type
    j. Information type (Advice, Activity or both)
    k. Geographical reach
    l. Population Segment and family type
3. To identify where there is duplication of materials
4. To conduct gap analysis to identify:
    a. Parent and carer segments not being served
    b. Play types not covered
    c. Groups of young people not served
    d. Types of media not created
    e. Key sectors not producing this information
    f. Geo-locations that are not being served
5. Develop Recommendations to support the aims:
    a. "Develop user friendly guidance on how to access cost effective resources of play" and
    b. "That Scotland will be the best place to grow up"

Methodology

Field work for this study took place between the 1st of May 2014 and the 13th of June 2014.

During this period over 300 sources from 134 organisations were reviewed, of which 166 were logged on the data sheet as within scope of the project.

Desk top research was conducted for all 134 organisations listed in Appendix A. Each source had its website reviewed in terms of sitemap to identify the right pages, core sections from the navigation that were related and where possible a search on the website for the terms:

"Play"   "Parents Advice Play"

"Play in home"   "Teenager parent"

"Play at home"   "Teenage interact"

"Parents"   "Families and teenage"

"Families and children"   "Youth"

The sources were split initially into: the 32 councils; major public organisations such as NHS Scotland and The Scottish Government; major national third sector organisations such as Children 1st, Barnardo's, Sure Start and Young Scot; smaller or local third sector organisations such Midlothian Association of Play, Shetland Pre School and local toy libraries. These sources were identified through other sources or using web searches for the above terms anchored with 'Scotland' e.g. "Play at home Scotland".

Due to the constraints time of the research:

- Private organisations were only reviewed when they were linked to from a public or third sector body.
- UK-wide organisations were only looked at when there was either direct link to play in Scotland or as an example of a group that is not being directly served in Scotland.
- 4 organisations were contacted for additional information as there was none available online – none responded and so this was deemed an in-effective use of time.
- Social Media for organisations was only reviewed if there was both a prominent link to it on their website and they delivered useful information on either advice or activities.
- Actual online usage was not measured or surveyed. Instead the reach of materials was estimated using the population of the area.

No source organisation had more than 15 minutes spent looking for information and resources on it, unless valuable materials were found. This was deemed a generous amount of time to search the website or organisation as general online behaviour suggests that a parent or carer looking for similar information would spend a maximum of 5-10 minutes looking prior to giving up.

Each resource that was deemed within scope of this research was then assessed and logged in terms of:

- Organisation
- Organisation URL
- Sector
- Author
- Title
- Medium
- Is this available to download
- URL for information
- ISBN (where applicable)
- Frequency of publication or group
- Date of publication
- Cost to obtain information
- Type of message (advice or activity or both)
- Is the information at a Local or National level?
- Which Local Authority Are(s) are covered
- Language
- Target Age for play (0-3; 3-5; 5-8; 8-11; 11-14; and 14-18)
- Type of Play (Symbolic; Rough and Tumble; Socio-dramatic; Social Play; Creative Play; Communication Play; Dramatic Play; Deep Play; Exploratory Play; Fantasy Play; Imaginative Play; Locomotor Play; Mastery Play; Object Play; Role Play and Recapitulative Play)[4]
- Target Audience
- Target family type
- Ability level of parent/carer to access information
- Are there accessible versions (braille, spoken, large print etc)
- Cost to participate
- Ability of child required to participate
- Estimated numbers targeted (by region)
- Estimated Reach (by region or where possible actual figures)
- Clarity and Accessibility of language (1-5 where 1 is poor, 2 is below average, 3 is average, 4 is better than average and 5 is excellent)
- Is this duplicated elsewhere?   If yes by whom?
- Researcher notes

---

[4] Full definitions of these types of play are available in Appendix A.

Two interviews were carried out to gain a deeper understanding of work that is conducted with two groups of parents or carers that were suspected to be under-served:

1. Dad's Rocks – with a group leader to discover more about the issues and realities that affect Father's and play in the home
2. Children 1st – with a support worker to discover more about the work that Children 1st do within the home and to discover more about the issues and realities that affect low income and marginalised families.

These interviews last between 25 minutes and 90 minutes.

Definitions
For the purpose of this study the following terms were defined as:

Play = a process that is freely chosen, personally directed and intrinsically motivated

Cost effective = where a resource or activity costs less than £20 over the course of a year.

Free = where a resource or activity has no spend associated with it directly and uses materials that will not need to be replaced (e.g. an activity using a ball of socks is free as the socks are still usable at the end and do not need to be replaced, an activity of making face paints out of household materials is not free as flour and food colouring will need to be replaced at a cost).

The home or home environment = within the residential home of the child but also in the garden, stairwell or on the street immediately outside the home. This does not incorporate parks, schools or streets (that aren't directly outside of home).

Following each review the data was stored in an excel spreadsheet[5] and stored on Border Crossing Media's secure server.

Once the initial broad sweep of materials available was completed additional research papers and resources were identified and reviewed in order to contextualise the findings further.[6]

Limitations, Problems and Solutions:

*   This initial study was to incorporate all sectors producing relevant information. Due to the time constraints of the study it was deemed suitable by the working group to restrict this fieldwork to public and third sector organisations solely.
*   Further due to the time constraints it was not possible to contact all organisations that were reviewed to pick up additional offline information that they supply. In addition to this, of those that were contacted, only 2 responded. Therefore there is a skew in this study to information that is available online, although the majority of this is also available in the real world.

---

[5] Available on request.
[6] Full list of resources can be found in the appendix.

- Most resources cover multiple types of play and so it is hard to identify where there are real gaps.
- This study has only reviewed what can be found on the websites of all 32 councils and other organisations listed in Appendix A. It relied on information being readily available and easy to find. Whilst the research was conducted across a broad range of public and third sector organisations it is not an exhaustive study but has captured a significant number of relevant resources and so can be seen to be a broad overview on a national if not local level.
- Due to time limitations a full review of Social Media resources was not conducted. Instead where an organisation had a significant amount of useful advice or activities and highlighted that they had social media it was reviewed. Those organisations who did not have extensive information nor prominently provided links to their social media did not have these assets reviewed.
- There has been a level of subjectivity when reviewing the resources in terms of accessibility, relevance, categorisation and cost. For example some activities could vary in cost dependent on the resourcefulness of the parent and carer. Therefore these should be seen as indicators of underlying trends as opposed to robust facts.
- The results of the study should not be counted as a true statistical record of all information and messaging available to parents and carers across Scotland but should be seen a snapshot of what was available between the 1st of May 2014 and the 13th of June 2014 on both a National and Local level.

Summary of Main Findings

Objective 1: Discover and quantify all available and information or messages available to parents and carers on cost-effective resources for play in the home environment

During the field work over 300 resources from 1347 different organisations were reviewed. Of these sources 166 were deemed as within scope of this study.

These sources captured a wide range of advice and activity information for a variety of family groups with different needs and are delivered across a wide variety of mediums. The full list of resources can be found in Appendix B which is available on request.

Objective 2: Analyse, Assess and Segment the information and messages by

2.1: Effectiveness of reach (current reach and potential reach)

Without having access to the analytical data of each organisation or by surveying a large sample of parents and carers it is not possible to accurately give details on the effectiveness of the reach of the materials. That said some observations can be made on a both a local and national level:

- Of the 166 resources found 76 are delivered nationally whilst 90 are delivered locally.
- Of the 76 national services some aim to be delivered to every family in Scotland such as the play@home series of books. This is the only resource that has the potential to reach to all parents with young children.
- The Play Talk Read Roadshow and service is another example of an excellent resource at a national level that it using both online and offline resources to reach as many parents as possible.
- Larger local authorities and those based around large cities offer slightly more services than those in more rural locations, with the exception of Glasgow. However there appears to be no direct correlation between population sizes and the number of resources available.

Region served by resource (as stated by resource)	Number of resources for that	Estimated population figures for region[8]
All Scotland	76	5,222,100
Aberdeenshire	1	245,780

---

[7] Full list can be found as part of Appendix A
[8] Population figures from the Scottish Goverment 2010/2011
http://www.scotland.gov.uk/Publications/2012/02/2421/1

Region served by resource (as stated by resource)	Number of resources for that	Estimated population figures for region[8]
West Dunbartonshire and East Dunbartonshire	1	195,150
West Lothian	1	172,080
Western Isles	1	26,502
Inverness	1	72,000

- The majority of resources found were online and therefore require access to a computer and the Internet. Whilst digital inclusion is currently improving across Scotland it must be noted that access to this information offline is still vitally important to service vulnerable segments of society. The Play Talk Read Roadshow and service is an example of an excellent resource at a national level that is using both online and offline resources to reach as many parents as possible.
- With the exception of the videos on Parentchannel.tv the majority of resources require an intermediate level of reading for the parent or carer to assess and utilise the resource. With an estimated 26.7% of adults across Scotland experiencing some difficulty in reading and 3.6% having very poor reading skills the emphasis on using text based resources results in excluding this segment of society. This is evidenced in the NHS Review9 of play@home books where it was stated on multiple times that some parents found the books 'too wordy' and complex to take in.
- It should however be noted that resources are often delivered face to face via a playgroup, health worker or support worker or handed out at the end of a session such as the activities cards delivered by SPPA. Resources such as this were only captured by the study if they were easy to find online and so may not be fully represented in these findings.

2.2: Target age group

Total number of resources by age

0-3: 119 3-5: 127 5-8: 112 8-11: 82 11-14: 32 14-18: 17

---
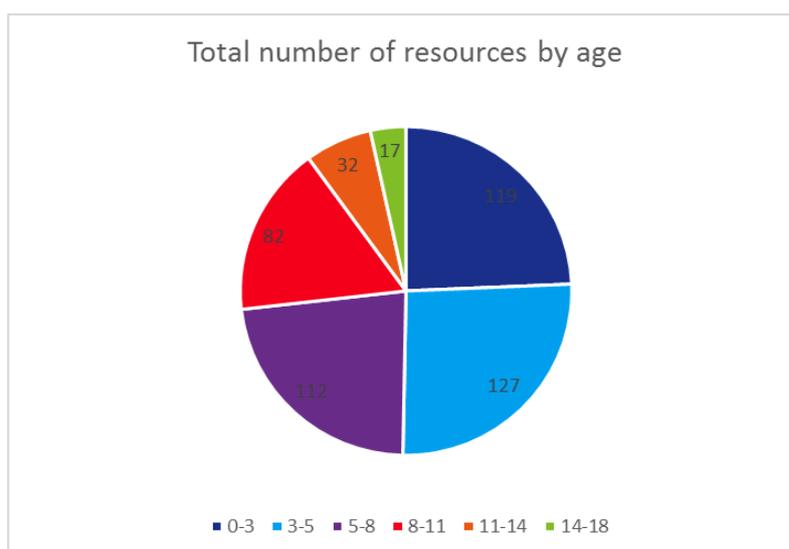
[9] Qualitative evaluation of play@home, March 2012 – Julie Amers and Anita MacGregor, Leithal Thinking

The study revealed that there are roughly the same number of resources available for parents and carers of children under the age of 5 as to all other age groups. This shows the significant skew to producing advice and activities for this age range. This does not seem to differ depending on the type of advice offered (e.g activity, advice or both).

Children between the ages of 14 and 18 are particularly poorly catered for, with the majority of information to parents and carers for this age group focused on advice for dealing with negative behaviour (such as bullying, substance abuse, sexual health etc) rather than positive messages for interacting with this age group. As it was expected that there would be low volumes of literature found with this group due to the word 'play' it was searched for under any interaction with a teenager in the home. There were high volumes of information available directly to young people in this age group such a Young Scot but this was deemed out of scope as it was not encouraging interaction within the home environment or with a parent or carer and was mainly focused on being outside of the home and without a parent or carer.

The work that is done by befrienders at Children 1st should be noted as a good example of work regarding play for these older children (up to 16).

2.3: Inclusivity

2.3.1: Clarity and Accessibility of information

In general the clarity and accessibility of the language used was excellent. That said with an estimated 3.6% of the Scottish Population having very poor reading skills the resources, with the exception of the videos, are largely unsuited for this section of society.

In addition there was feedback for the play@home books suggesting that there was too much information contained within them and some of the language was complex – indicating the need to use design and language that is as inclusive as possible.

When the resources were subjectively reviewed 148 out of 166 were rated as being excellent in terms of clarity and accessibility of language, 17 were rated as above average and 2 were rated as average. This shows that there is currently a high standard of clarity and accessibility across all regions, ages and activity types.

It should be noted that there is a lack of consistency within the messaging for national services and resources across the different regions. Some are positioned locally and some nationally with different offerings at different levels. This can be confusing as to which resources and information are applicable and relevant to parents.

A good example of when this is done well is the Play Talk Read website that uses design, language and imagery to effectively communicate its messages and create an engaging experience.

When reviewing the languages and accessibility options (large print, braille, spoken word etc) available it was noted when an alternative version was offered. All the resources were available in English, 7 were offered in different languages and 16 offered accessible versions:

Option availability	Number of Resources
English Only	159
Gaelic	4
Polish	4
Others	1
Accessible versions	16

It was noted however in the Children 1st report to the Scottish Government[10] that the majority of resources and services are available in multiple languages and accessibility options but are not listed as available.

2.3.2: Cost to parent for resource

Of the 166 resources reviewed 162 of them were free to access for parents and carers.

The 4 that were paid for resources were all toy libraries with different fees for membership to the library, each with different membership agreements:

Toy Library	Fees
Kirkton Toy Library	£1 per annum to join
Perth Toy Library	£5 per annum to join and a fee of £0.50 -£2.50 per toy OR £25 per annum with no additional fees for toys
Play Borders Toy Library	£20 per annum to join
Play Plus Edinburgh toy library for under 5s	£6 per annum to join

This shows that there is a multitude of free and cost effective resources for parents and carers available.

---

[10] Children 1st report to the Scottish Government: Mapping Current sources of national information and advice and how this is delivered to parents and carers across Scotland, November 2013

2.3.3: Cost to parent or carer for activity

112 of the resources reviewed were deemed as free for the parent or carer to engage in the activity, of which 110 of them had no cost to the parent or carer to access the activity or resource and so have £0.00 cost to the parent.

The remaining 54 resources had a cost assigned to them as between £0.00 - £4.99. This was as the majority of activities were using household items and food items that are found in the home environment and are relatively cost effective to replace.

It should be noted that the cost of travel was not taken into account as part of this study. This is as the study was based in the home area however some of the workshops, interactive group sessions and participative play sessions require travel to a venue and this should be taken into account.

Additionally the cost of access to the internet was not taken into account as it is accessible for free from most libraries, however the cost of printing a resource (e.g. a dot-to-dot) was.

2.3.4: Ability of child to participate in activity

It should be noted that the review of the ability of a child to participate in an activity is subjective and difficult as each child is an individual with individual needs. Therefore a simple system as outlined below was used:

Ability level	Description	Number of Resources Available
Low	All children can participate and activity can be largely adapted for children with additional support needs	146
Low-medium	Most children can participate but the activity is not largely transferable for children with additional support needs	3
Low- physical	Children with full physical capabilities are able to participate	1
Medium	Requires medium level of coordination and physical ability	1
Additional Support Needs	Specially developed for children with additional support needs	3
n/a	Ability of child is not applicable to the resources (advice only)	12

The majority of resources found could be used for all children and can be easily adapted to the child's individual stage of development.

It should be also noted that there were a large number of support services and organisations who work with parents and carers of children with additional support needs that used play as a technique for interaction and communication. However these organisations were largely deemed out of scope of this study as they did not state that they specifically support play in the home for these children even though the skills are largely transferrable.

2.4: Sectors producing this information

Due to the time limitations of this study it was decided to limit the fieldwork to public and third sector organisations.
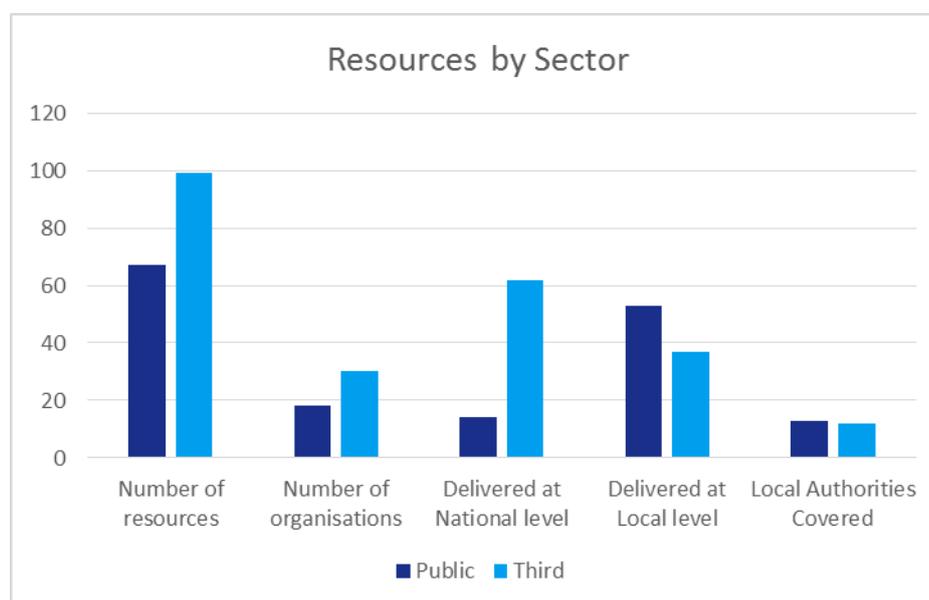
There are 67 public sector resources from 18 organisations in Scotland delivering this information and messaging at both a local (53 sources across 13 Local Authority Areas) and national level (14).

There are 99 resources from 30 Third Sector organisations in Scotland delivering information and messaging at both a local (37 resources across 12 Local Authority Areas) and national level (62).

In general there was good cross-messaging between Third and Public Sector Organisations and clear signs of collaboration. There were however great disparities between the level, volume and type of information given from similar public organisations. For example The City of Edinburgh Council have a variety of information on their website for parents and carers including activity cards, yet 14 other councils had no information at all on their website regarding the subject or where to get information from.

It should also be noted that there are wide variety of Other Sector Organisations who are producing extremely good information and messaging on play in the home. As these were deemed out of scope they have not been included however some that should be noted as good examples of best practice:

Cbeebies	Mumsnet
Netmums	Familyfun.go.com (Disney)

In addition to this there are wide range of books on the matter that are available to purchase or to borrow from the library that were not included in this study.

2.5: Media type

Resources by media type
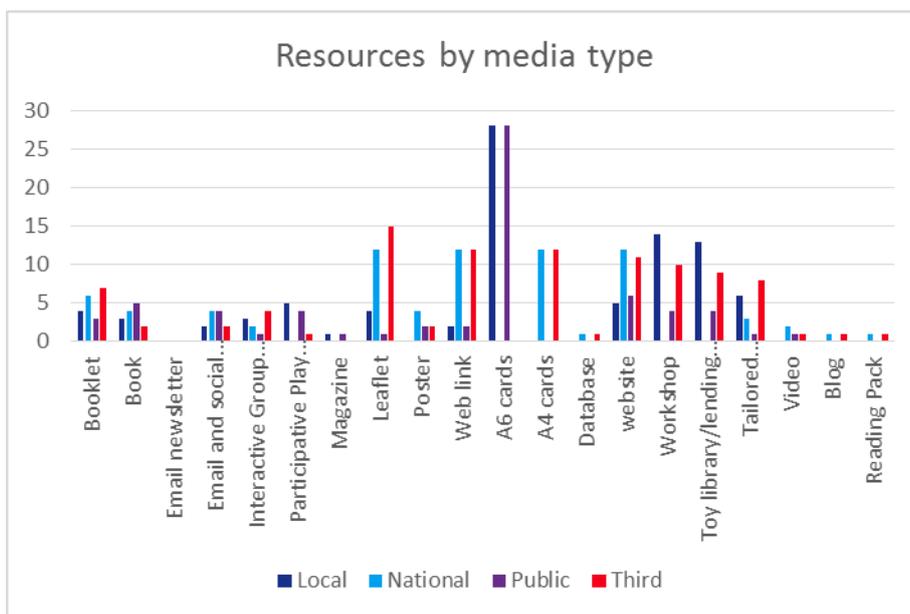
It can be seen that a wide variety of media is used to convey the messaging to parents and carers, irrespective of whether this is on a national or local level or who produced the material.

Leaflets and A4/A6 Activity cards are the most popular choice of media most likely due to their low production costs and their style supports consumption of information. However information delivered like this is often disposable and so lasting media such as the books and websites should be used for resources that can be used multiple times.

2.6: Information type (Advice, Activity or both)



Number of resources by age and type
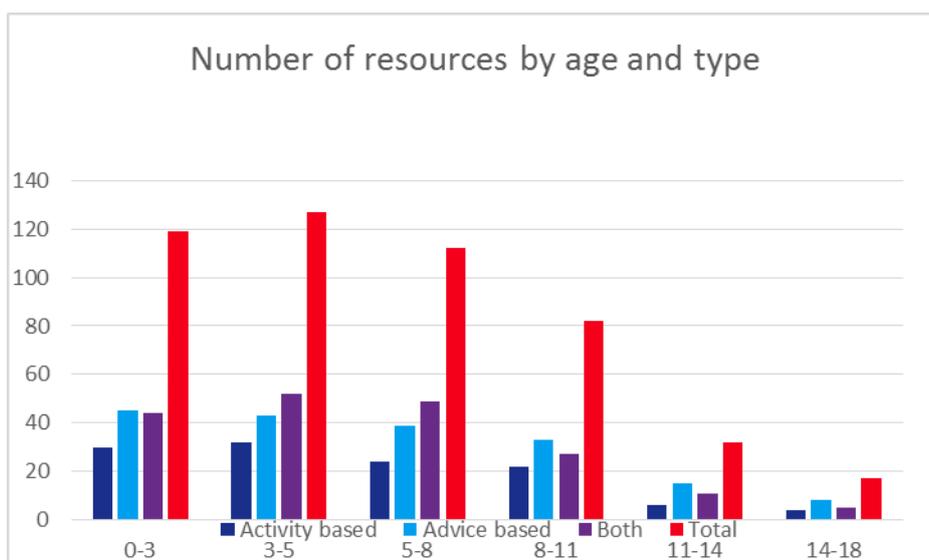
There was a relatively good split between advice and activity based information across all the age groups, with advice always slightly higher in volume than activity. This is most likely due to the information being targeted at parents and carers and therefore is aligned to what they are looking for.

2.7: Geographical reach

As there were 76 resources delivered at a national level it can be argued that all of Scotland has access to cost effective resources to play. However when looking at how resources and services are delivered at a local level it can be seen that some local authority areas are serviced better than most with 14 local authorities areas with no resources found on a local level when looking at the volume of resources, the resources delivered to age group and family type:

Resources for ages by local authority

14-18   11-14   8-11   5-8   3-5   0-3
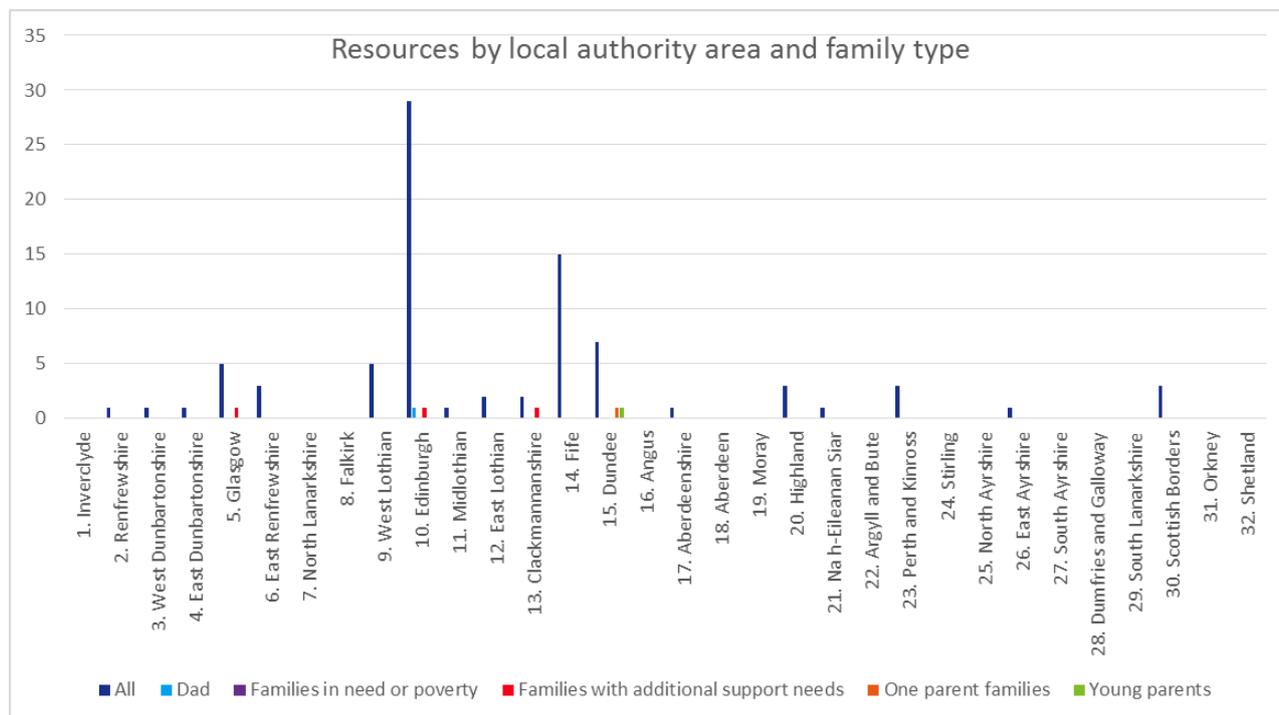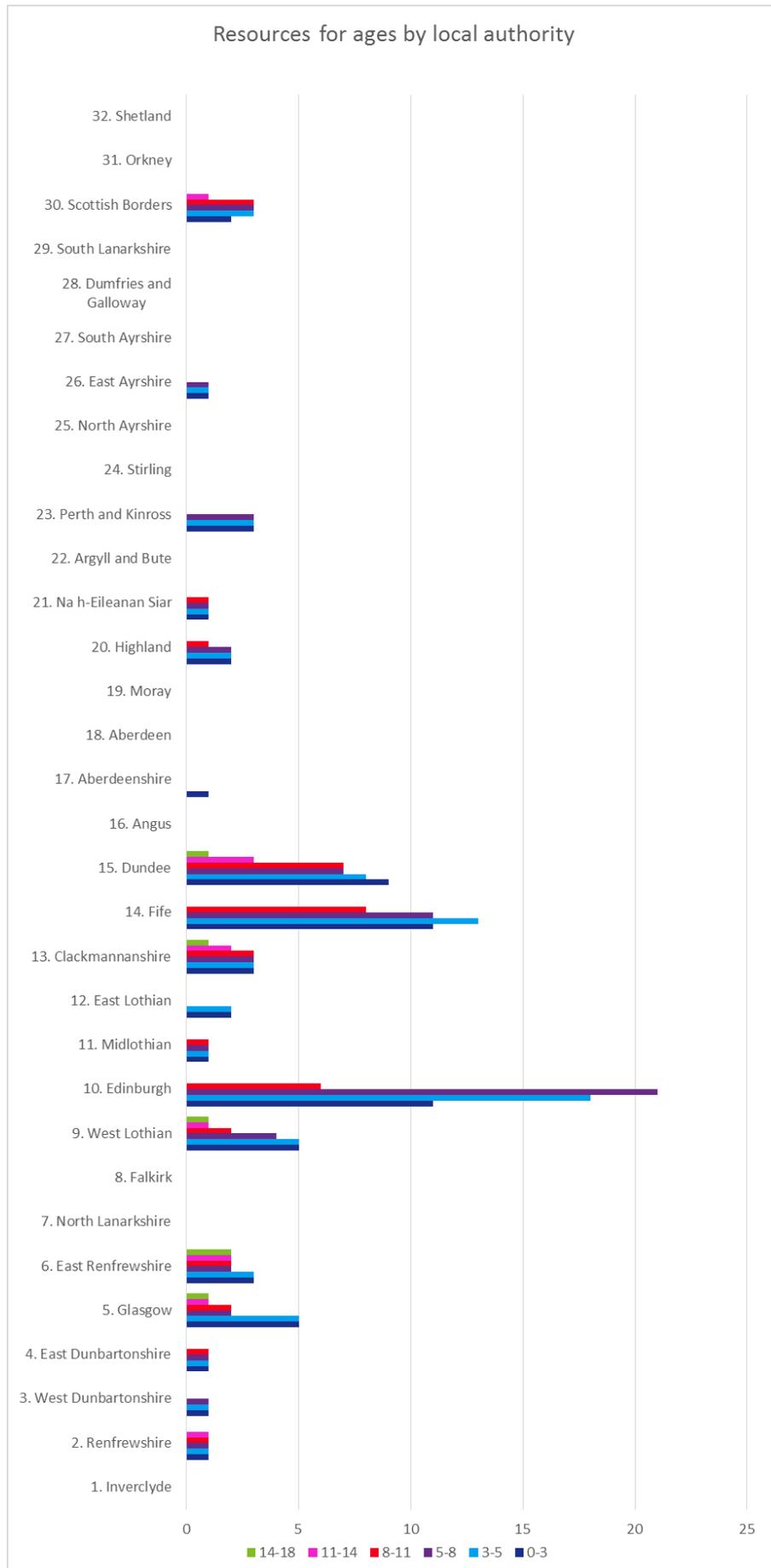
- Edinburgh Fife and Dundee led the way in terms of delivering volumes of information
- No area serves the 11-18 year old well
- Most resources on a local level are not targeted to individual family types but to all types
- Rural and isolated regions tend to be less well served than urban regions.

2.8: Population Segment and family type

Without directly surveying the parents and carers who utilise these resources and services it is not possible to determine the usage by generic population segments. Therefore the materials were assessed by whom they were targeting the resource, activity or service to.
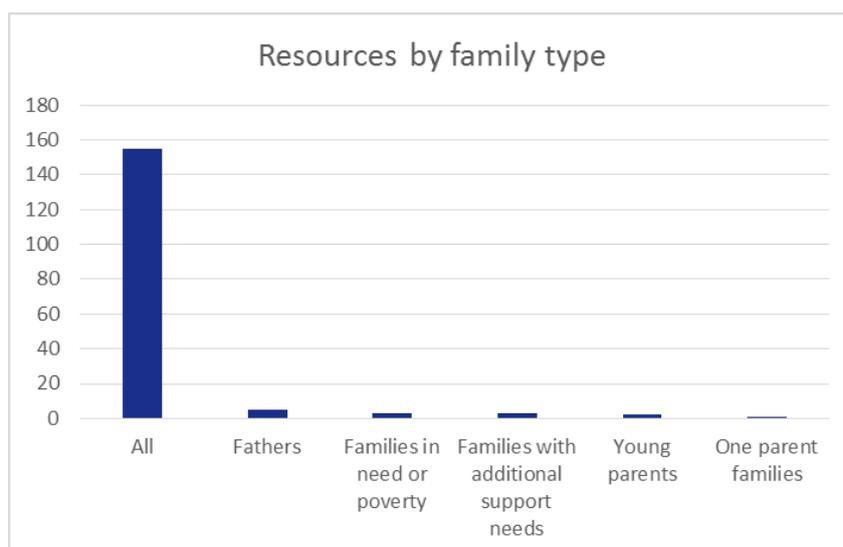
This shows that the literature and messaging delivered is generic in nature to family type.

Whilst this universal approach is good as the majority of information is transferrable to any family type it may lead to alienation of certain family types such as kinship families or one parent families. That said there is evidence that the most vulnerable of families that are not being served by these resources and messaging are more likely to have a support worker through either a public or third sector organisations to help them identify resources, services and activities.

Objective 3: To identify where there is duplication of materials

Whilst there was some duplication of messaging and information across the resources in the study (e.g. recipe for play dough appears frequently across activity cards etc). There were only 5 incidences of duplication found.

It should be noted that not all incidences of duplication are negative as if the information is relevant and useful it should be shared as often as possible to maximise reach.

Objective 4: To conduct gap analysis to identify:

4.1: Parent and carer segments not being served

The fieldwork revealed that there are no resources of this nature targeted directly to kinship families and other non-standard family types may not be receiving a large amount of specific information targeted to them. That said the majority of the information in the resources are transferrable irrespective of family type.

In addition to this families who require additional support needs are often helped by either a support or health work to uncover the resource and information to hand and utilise it. It would however be prudent to produce more resources that are reflective of the different family types as opposed to the standard unit.

4.2: Play types not covered

All types of play were covered either as an individual resource or most types of resource contained information on multiple types of play. That said the definitions of play type did not seem to match the commonly used terms in the resources e.g. risky play, messy play.

4.3: Groups of young people not served

The main group of young people not being served is the 14-18 year old group. This age group is generally encouraged to participate in fun/play activities outside of the home with their peer group such as Young Scot. Whilst this is understandable and should be continued there was a clear deficit of information available to parents and carers who want to interact positively with their teenagers.

By reviewing the literature it was clear that the messaging to parents changes around the age of 11 from encouraging free play to structured play and dealing with negative behaviour and post 14 the majority of information is regarding substance abuse, sexual health and bullying – not fun.

4.4: Types of media not created

Due to the study constraints there was a heavy skew to reviewing online assets. However it was noted that there was a limited usage of video and sound for information, messaging and activities. This media is vital to delivering messages and information to the members of the population with reading difficulties.

4.5: Key sectors not producing this information

Due to the limitations of the study only two sectors were looked at. However 14 councils who do not produce any relevant, findable information were identified:

Inverclyde	North Lanarkshire	Falkirk
Angus	Stirling	South Lanarkshire
Aberdeen	North Ayrshire	Orkney
Moray	South Ayrshire	Shetland
Argyll and Bute	Dumfries and Galloway	

4.6: Geo-locations that are not being served

As above the 14 councils areas identified as not delivering messages at a local level are indicators that these areas are not being served. In addition to this the rural and isolated areas such as the Highlands and Islands are not being served as well as the more urban areas of Edinburgh, Fife and Dundee.

It should be noted that not all resources were captured during this study, only those that are easily available or discussed online. There are many organisations who are delivering this information on a local level either in groups or in a face to face capacity.

Objective 5: Develop Recommendations to support the aims: 1) "Develop user friendly guidance on how to access cost effective resources of play" and 2) "That Scotland will be the best place to grow up"

- Reduce the fragmentation of resources and information by producing a portal that acts as the 'go to' place to find information for all ages and locations.
- Stop treating teenagers as problems and send out more positive messages for parents to be able to interact with them in a fun and non-purposeful way.
- Encourage organisations to produce accessible versions of their resources and materials and where applicable in multiple languages. Where these are already available ensure that organisations clearly state where they can be obtained from.
- Produce more materials in video and audio format in order to reach parents and carers with reading and sight difficulties.
- Create more resources for children over the age of 5 as all these age groups are not as well serviced, in particular ages 14-18.
- Ensure that resources that are delivered on both a local and national level are consistent in message and tone.
- Add in potential activity adaption options to suit the varied abilities of children.
- Encourage a consistency for the type and level of basic information available across councils and health boards so that all of Scotland is reached.
- Ensure that all content is web optimised and can be adapted to keep pace with the changing technologies and needs of parents and carers.
- Survey parents and carers to gain their opinions on the quality, relevance and availability of materials.

Recommendations for further research

Organisations Identified but not reviewed:

ELCAP	Epilepsy Scotland	The Butterfly Trust
Deaf Children's Society	Contact a family	Down's Syndrome Scotland
Hands On Scotland	Deaf Action Scotland	SCCYP
Homelink	Pink Parents	

Appendix A References

Organisations reviewed:

Aberdeenshire Council

Aberlour Child **Care Trust**

Action for **Sick** Children Scotland

Activity Village

Angus Council

Argyll and Bute Council

Barnardos

Bookbug

Bounce Higher

British Association of Play therapists

Canongate Youth Project

Capability Scotland

CAPT

Care and Learning Alliance

Change 4 Life

Childcare@home

Children Accident Prevention Trust **(CAPT)**

Children in Scotland

Children's 1st

City of Aberdeen Council

City of Edinburgh Council

Clackmannanshire Council

Creative Star Learning

Dad's Rocks

Dumfries and Galloway Council

East Lothian Council

East Renfrewshire Council

Edinburgh Under 5's

Enable Scotland

Falkirk Council

Family and Care Trust

Family Lives

familyfun.co.uk

Fatherhood Institure

Fields in Trust

Fife Council

FLIP

Forrestry Commission

Gaelic4Parents

Gingerbread

Glasgow Council

Glasgow Life (Glasgow Council)

Greenspace Scotland

Grounds for Learning

Grounds for Learning/Learning through Landscapes

Highland Council

Highland Toy Mobile Library

Home **Start** Clackmannanshire

Homestart

Inspiring Scotland

Living Streets

Lothian Autisic Society Midlothian Council

Midlothian Play Association

Moray Council

Mud Pies

Na h-Eileanan Siar Council

National Association of **Toy** Libraries

National Association of **Toys**

National Playbus Association

National **Trust**

Netmums

NHS Health Scotland NHS Scotland

NHS West Lothian North Ayrshire Council

North Lanarkshire Council

One Parent Families Scotland

Orkney Council

Parent Network Scotland

ParentChannelTV

Parenting Across Scotland

Parenting UK

Parenting West Lothian

Parentline Scotland

Parents Action for **safe** play

PEEP

Perth And Kinross Council

Dundee City Government

East Ayrshire Council

East Dunbartonshire Council

Play Alloa Play

Borders Play

Busters Play Day

Play England, Play Wales, Play Scotland and PlayBoard Northern Ireland

Play on Wheels

Play Plus Edinburgh

Play Scotland

Play Talk Read

Possibility for Each and Every Kid

Primary Times

Ready Steady Baby

Ready Steady Toddler

Relationships Scotland

Renfrewshire Council

Save the Children

Scottish Adoption

International Play Association

Inverclyde Council

Jeely Piece Club

Kirkton Toy Library

Scottish Book Trust

Scottish Borders Council

Scottish Childminding Associaton

Scottish Family Information Service

Scottish Government

Scottish Pre-school Play Association

Sense Scotland

Set4Sport

Shetland Islands Council Shetland Pre School Play Sign Post

SKETCH (Support for Kids through Education, Toys & Childminders)

Sketch Toy Libraries

Smart Play Network

SNIP

Perth Toy Library

Planet Science

South Ayrshire Council

South Lanarkshire Council Stirling Council

Sure Start

The Scottish Government

The Yard

West Dunbartonshire Council

West Lothian Council

Westerlea Early Years Service (Capability Scotland)

Women's Aid

Young Scot

Young Scot WOW!

Youth Scotland

Youthlink

YWCA

Contextual Resources:

Research Review: Promoting Safe Play and "Hanging Out" – Nick Jenkins, Policy, Research and Influencing Unit, Barnardos. September 2002.

The Children's Right to Play by Stuart Lester and Wendy Russell – The Bernard van Leer Foundation December 2010 – ISBN 978-90-6195-121-6

The Scottish Government Topics: Statistics: http://www.scotland.gov.uk/Topics/Statistics/ Play Strategy For Scotland: Our Vision – The Scottish Government – ISBN 978-1-78256-615-1

Qualitative evaluation of play@home, March 2012 – Julie Amers and Anita MacGregor, Leithal Thinking

Community Play Project October, 2008 – September, 2010: End of Project Report – Action for Sick Children

Children 1st report to the Scottish Government: Mapping Current sources of national information and advice and how this is delivered to parents and carers across Scotland, November 2013

Glasgow Life Strategy For Play 2011-2014 http://www.glasgowlife.org.uk/news/Pages/Play-For-Real---Glasgow's-Play-Strategy-2011-2014.aspx

http://www.eastlothian.gov.uk/info/200433/support_from_the_start/1579/play_and_early_learning
http://www.unicef.org/crc/
An overview of family make-up, including cohabitation, marriage, divorce, stepfamilies, lone parent families, teenage parents, first-time mothers, adoption and children in care, http://www.parentingacrossscotland.org/policy--research/facts-about-families-in-scotland.aspx

http://www.savethechildren.org.uk/where-we-work/united-kingdom/scotland

Types of Play

Here are the definitions types of play that were used within this study:

Symbolic Play:	play which allows control, gradual exploration and increased understanding without the risk of being out of one's depth.
Rough and Tumble Play:	close encounter play which is less to do with fighting and more to do with touching, tickling, and gauging relative strength. Discovering physical flexibility and the exhilaration of display.
Socio-dramatic Play:	the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature.
Social Play:	play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended.
Creative Play:	play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise.
Communication Play:	play using words, nuances or gestures for example, mime, jokes, play acting, mickey taking, singing, debate, poetry.
Dramatic Play:	play which dramatizes events in which the child is not a direct participator.

Deep Play:	play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear.
Exploratory Play:	play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects.
Fantasy Play:	play which rearranges the world in the child's way, a way which is unlikely to occur.
Imaginative Play:	play where the conventional rules, which govern the physical world, do not apply.
Locomotor Play:	movement in any or every direction for its own sake.
Mastery Play:	control of the physical and affective ingredients of the environments.
Object Play:	play which uses infinite and interesting sequences of hand-eye manipulations and movements.
Role Play:	play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature.
Recapitulative Play:	play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages.

Scotland's Play Strategy

Valuing play, every day

Our vision: We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people.

Principles

- We should **value** all children and young people
- We should enable all children and young people to realise their right to play
- All children and young people should have sufficient space and time to play

Domains:

In the home

At nursery and school

In the community

Positive support for play

Play Strategy for Scotland:

Our Action Plan sets out actions that take us forward in realising the vision for play.