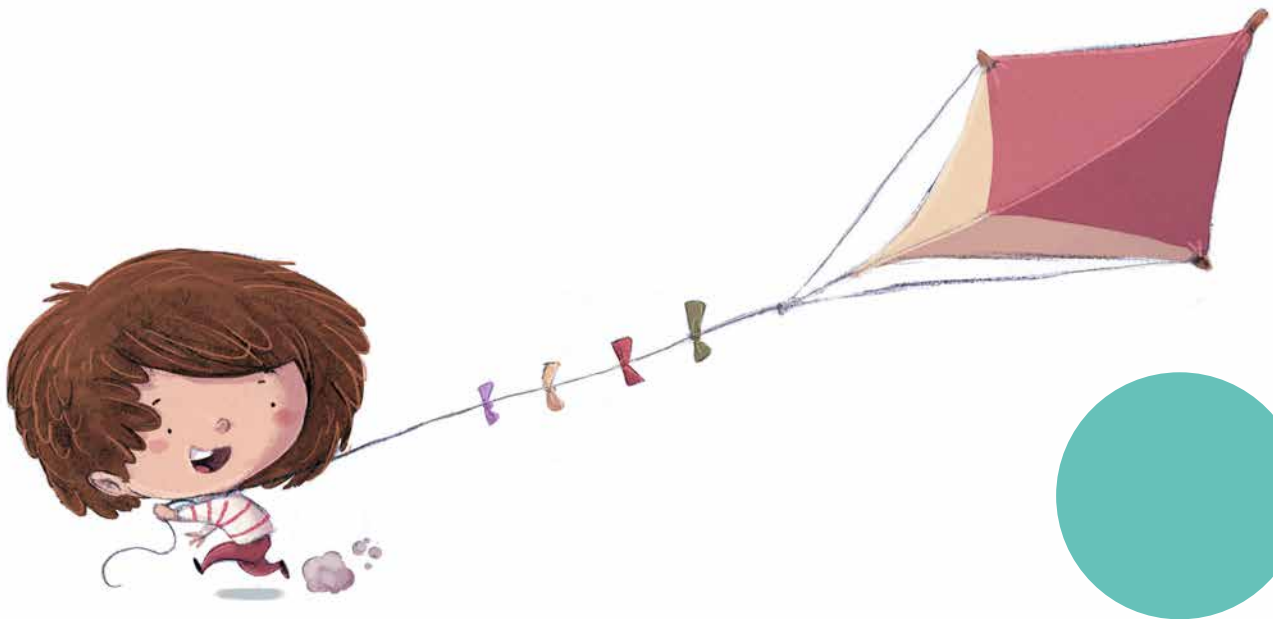


'How To' Create

# A LOCAL PLAY CHARTER

A Practical Guide



*Insights from the Calgary Experience*



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# A Snapshot of 'How To' Create a Play Charter

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## **Did you know that Canadian children have few chances to play freely outdoors?**

In fact, such opportunities are declining according to a recent ParticipACTION report on children's physical activity.

**Actions can be taken to reverse this trend and support diverse forms of play for all children. A Play Charter is one way to bring a community, organization, or municipality together to create a shared vision for play and make a commitment to promote it.**

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## **Did you know that play is essential for children's physical, emotional, and social development?**

Play is also a child's right according to the United Nations.

This guide will help you to do just that. In it are tips and suggestions for creating a local Play Charter. **You will find out 'how to':**

- Get started on a local Play Charter and gain support and 'buy in.'
- Create a Play Charter using a Collective Impact Model.
- Have a Play Charter signed and gather commitments to play from signatories.
- Evaluate a Play Charter for Collective Impact.
- Keep a Play Charter alive and relevant.

Drawing on the experience of the Calgary Play Charter, this 'how to' guide is a learning tool to help you develop a local Play Charter that reflects your community or municipality.

In this guide, you will find resources and templates that you can adapt for use in the creation of your Play Charter. It is not a recipe for re-creating the Calgary Play Charter but instead offers a jumping off point, source of inspiration, and rallying call to support diverse forms of play across Canada and beyond.

# Introducing the Play Charter & 'How To' Guide

what?

This 'how to' guide is based on the experiences of The City of Calgary who, since 2016, facilitated the creation, signing, and ongoing appraisal of the Calgary Play Charter (see Appendix A).<sup>6</sup>

In it, you will find tips and tools for *planning, writing, carrying out, and evaluating a Play Charter* that is meaningful and relevant to your community. You'll learn from the Calgary experience, which we hope will invigorate and inspire your efforts to create a Play Charter in your community!

## Did you know?

- Play is key to healthy childhood development.<sup>1</sup>
- Free, outdoor, and risky play are associated with improved health outcomes and cognitive, decision-making skills.<sup>1,2</sup>
- Opportunities for child-led, outdoor, and risky play are declining.<sup>1,3</sup>
- The United Nations Convention on the Rights of the Child states children have the right to "... rest and leisure, to engage in play and recreational activities ..."<sup>4</sup>(article 31)
- A Play Charter is a way that communities can actively support children's play.
- Any city, town, or community can develop their own Play Charter!

## What is a Play Charter?

- A shared vision for play that is meaningful to your local community.
- A collaborative effort to actively promote and support a shared vision of play.
- A formal, signed commitment for specific actions toward the shared vision for play.

## Why create a Play Charter?

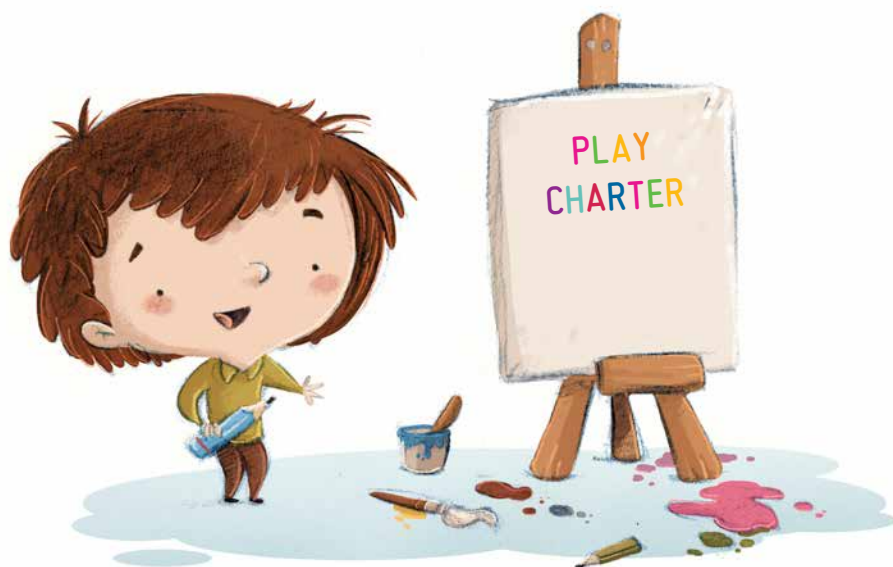
- To articulate, promote, and take action toward a shared vision for children's play.
- To generate momentum and make an explicit commitment to diverse forms of play.
- To provide an alternative to municipal policy that represents the diversity of your local community and shared values.
- To respond to the unique local circumstances, needs, and values and highlight existing skills and strengths in your community.

## 'How' to create a Play Charter?

- Get 'buy in' from diverse local partners and community members.
- Build a local 'Play Committee' to lead the creation and oversight of the Play Charter.
- Have the Play Charter signed and gather actionable commitments to play.
- Monitor and evaluate for collective impact and sustain your efforts.

## Who is this guide for?

- municipal or regional government staff, leadership, and decision-makers
- community, voluntary, and not-for-profit organizations
- play leaders, and
- individuals or organizations interested in using the Collective Impact Model<sup>5</sup> to promote and support diverse forms of play.



<sup>1</sup> Brussoni et al. (2015). What is the relationship between risky outdoor play and health in children? A systematic review. *Int. J. Environ. Res Public Health*, 12(6), 5423-6454. Available at: <https://www.mdpi.com/1660-4601/12/6/6455>

<sup>2</sup> Canadian Public Health Association. (2019). Children's unstructured play: position statement. Available at: <https://www.cpha.ca/childrens-unstructured-play>

<sup>3</sup> ParticipACTION. (2015). Report card on physical activity for children and youth. Available at: [https://participation.cdn.prismic.io/participation/61cf55e8-c1c0-42c7-ba6b-1480fd2c29b9\\_participation-2015-report-card-full.pdf](https://participation.cdn.prismic.io/participation/61cf55e8-c1c0-42c7-ba6b-1480fd2c29b9_participation-2015-report-card-full.pdf)

<sup>4</sup> United Nations. (2010). United Nations Convention of the Rights of the Child, Article 31. Available at: [https://www.childrensrights.ie/sites/default/files/submissions\\_reports/files/UNCRCEnglish\\_0.pdf](https://www.childrensrights.ie/sites/default/files/submissions_reports/files/UNCRCEnglish_0.pdf)

<sup>5</sup> Hanleybrown et al. (2012). Channeling change: Making collective impact work. *Stanford Social Innovation Review*. Available at: [https://www.iowacollegeaid.gov/sites/default/files/D.%20Channeling\\_Change\\_Article%202.pdf](https://www.iowacollegeaid.gov/sites/default/files/D.%20Channeling_Change_Article%202.pdf)

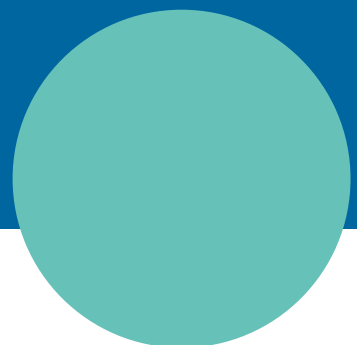
<sup>6</sup> The City of Calgary. (2017). Calgary's Play Charter. Available at: [http://www.calgary.ca/CSPS/Recreation/Documents/Research-and-development/PlayCharter\\_eng.pdf?noredirect=1](http://www.calgary.ca/CSPS/Recreation/Documents/Research-and-development/PlayCharter_eng.pdf?noredirect=1)



# Providing the Background for a Play Charter



To start, let's go over what a Play Charter is,  
the **Collective Impact Model<sup>5</sup>** that can underpin it,  
and language used to talk about play.







## Understanding What a Play Charter Is

### A Play Charter involves:

- A reflection of the specific context and the local needs and priorities of your community.
- An agreement to support and promote shared goals and visions for play in your community.
- A guide for 'how to' achieve these goals.
- A vision for the future of play in your community.
- A source of play inspiration within and external to your community.

- Encouragement to expand and diversify how play is understood, valued, supported, and promoted in your community.
- A commitment to action that supports the shared vision for play in your community.

### A Play Charter includes:

- Consideration for the needs and values of diverse populations and members of your community.
- Specific goals and actions that support your community's shared vision for play and timelines for achieving these.
- Language, goals, and actions that are easy to understand and inclusive.

- Actions to promote and support play that are concrete and measurable.
- A record of collective impact that builds on individual and/or organizational strengths.
- Gaps that could be addressed by future action.





## Using the Collective Impact Model

Collective impact – *working together across different organizations toward a common goal* – is a powerful agent for change.<sup>5</sup> The Calgary Play Charter<sup>7</sup> is an excellent example of the strong and lasting effects that collective impact can have on a community. The Collective Impact Model<sup>5,8</sup> provides direction on how to work together within a community toward shared projects and goals. It builds on individual strengths to achieve collective action. The Collective Impact Model<sup>5,8</sup> shaped the Calgary Play Charter experience and provided a framework for this guide.

### Key elements of the model are:

- **Developing a common agenda –**  
This includes establishing a shared vision and approach to action.
- **Measuring progress using shared metrics –**  
These are agreed on ways that success will be measured and reported to understand who, what, when, why, and how it occurred.
- **Putting together mutually reinforcing activities –**  
This involves bringing together diverse skills and taking advantage of existing strengths and expertise to support a shared plan for action.
- **Engaging in continuous and frequent communication –**  
This builds trust and encourages flexibility and learning.
- **Providing a ‘backbone’ organization to support the forward movement of the project –**  
This is typically the role of staff who guide the creation of goals, strategies, and measurement practices; support related activities; build public support and political will; and organise funding.

<sup>5</sup> The City of Calgary. (2017). Calgary's Play Charter. Available at: [http://www.calgary.ca/CSPS/Recreation/Documents/Research-and-development/PlayCharter\\_eng.pdf?noredirect=1](http://www.calgary.ca/CSPS/Recreation/Documents/Research-and-development/PlayCharter_eng.pdf?noredirect=1)

<sup>8</sup> Flood et al. (2015). The collective impact model and its potential for health promotion: Overview and case study of a healthy retail initiative in San Francisco. *Health Ed. Beh.*, 42(5), 654-668. Available at: <https://doi.org/10.1177/1090198115577372>



# Talking about a Play Charter: A Glossary of Terms

Terms such as 'play' and 'risk' can have different meanings in different contexts. Before getting started on the details of creating a Play Charter, let's review the meaning of the terminology used in this guide and the Calgary Play Charter:

- **Play –**

Any behaviour, activity, or process initiated, controlled, and structured by the child. It is non-compulsory, driven by intrinsic motivation, and undertaken for its own sake. Play involves the exercise of autonomy, physical, mental, or emotional activity, and has the potential to take infinite forms, either in groups or alone. These forms will change and be adapted throughout one's lifetime. The key characteristics of play are fun, uncertainty, challenge, and flexibility. Together, these factors contribute to the enjoyment play produces and the consequent incentive to continue to play. Play is a fundamental and vital dimension of life, as well as an essential component of developing and maintaining physical, social, cognitive, emotional, and spiritual attributes.<sup>9</sup>

- **Natural Play –**

While usually occurring outside, can also occur inside.

- **Adventure Play –**

Play in an unstructured outdoor environment that incorporates elements of risk and can be physical, constructive, active, competitive, imaginative, social, and/or dramatic.

- **Child-Led Unstructured Play –**

Where the decisions about why, what, how, and with whom to play are made primarily by the child. Adults can be involved, but are not directing the child.

- **Risk, Risky, or Risk-Taking –**

Includes behaviours or actions on the edge of a child's self-identified comfort zone or boundaries and enables them to challenge themselves. It requires active decision-making and is different for each child. Risks can be physical, social, etc. A risk is not the same as a 'hazard'.<sup>11</sup>

- **Hazard –**

A potential source of damage, harm, and/or injury<sup>10</sup> that has no clear benefit to the child<sup>1</sup> and is not within the scope of their decision-making. Hazards should be managed by adults.<sup>11</sup>

An example of a hazard is a broken rung on a ladder, whereas how high a child climbs on a structurally-sound ladder is a risk.

- **Accountability –**

Do what you say you are going to do; being answerable and explainable.

- **Evaluation –**

A systematic collection and analysis of information in order to see whether a program or a project is doing what it sets out to do. It lets programs and organizations know how they're doing and helps identify changes that need to be made along the way.



- **Outcomes –**

Impacts, changes, or benefits resulting from activities and outputs; outcomes from collective impact are achieved through working together.



<sup>9</sup> Adapted from the definition of Play in General Comment 17 in United Nations. (2010). United Nations Convention of the Rights of the Child, Article 31. Available at: [https://www.childrights.ie/sites/default/files/submissions\\_reports/files/UNCRCEnglish\\_0.pdf](https://www.childrights.ie/sites/default/files/submissions_reports/files/UNCRCEnglish_0.pdf)

<sup>10</sup> Canadian Centre for Occupational Health and Safety. (2017). OHS Answers Fact Sheets: Hazard and Risk. Available at: [https://www.ccohs.ca/oshanswers/hsprograms/hazard\\_risk.html](https://www.ccohs.ca/oshanswers/hsprograms/hazard_risk.html)

<sup>11</sup> Canadian Public Health Association. (2019). Risk, Hazard, and Play: What are Risks and Hazards? Available at: <https://www.cpha.ca/risk-hazard-and-play-what-are-risks-and-hazards>



# Learning from The City of Calgary Experience

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**Here we provide you with the details of the Calgary experience to give you a sense of what creating a Play Charter can look like. There are also other examples of Play Charters available from around the world.<sup>12,13,14,15</sup>**

**Specific details and tips for each step in the Play Charter process described here are also provided in the 'how to' sections that follow.**

## Considering Context

Carefully consider your specific context when creating a Play Charter to ensure its success. Take stock of your community needs, local expertise, and organizations committed to children's play. Also consider your goals and any opportunities available to you at that time. Local and national factors were key to the timing of the Calgary Play Charter, including:

- Calgary was selected to host the 2017 International Play Association (IPA) triennial conference.
- ParticipACTION (2015) released a Report Card and position statement that outlined a steep decline in children's physical activity in Canada.<sup>3</sup>
- The Lawson Foundation provided funding for Canadian projects targeting children's play.
- The YYC Plays Committee, created to support the IPA conference, wanted a project that would have lasting impact on play in the local community and provide legacy for the IPA.

You will find examples of how a local Play Charter can respond to the specific context in the "Insights from the Lethbridge Play Charter Experience" highlighted throughout the guide. In 2018, the City of Lethbridge adopted a Play Charter and, during its development, reached out to The City of Calgary for guidance. This demonstrates how the impact of a local Play Charter can extend beyond a community to inspire a broader movement in support of children's play.

## Establishing a 'Backbone'

The City of Calgary staff members provided the 'backbone' support required to create the Calgary Play Charter. In the Collective Impact Model,<sup>5,8</sup> 'backbone' organizations or individuals ensure the forward movement of the project, but are not responsible for it. The City of Calgary had the capacity, resources, and will to take on this role for the Calgary Play Charter. In doing so they took the lead on project tasks (many ongoing), which included:

- Securing funding through a successful Lawson Foundation grant application.
- Scheduling and organizing committee meetings.
- Managing project timelines and objectives.
- Facilitating committee meetings.
- Preparing meeting agendas and meeting minutes.

- Revising and editing the Play Charter based on committee direction and feedback.
- Supplying design support for the Play Charter document.
- Providing evaluation expertise to guide the creation of the evaluation plan and provide oversight to its implementation.
- Spearheading outreach, public engagement, and communication around the Play Charter.
- Obtaining 'buy in' from local play partners and reaching out to possible Play Committee members.
- Organizing the Play Charter launch event and (re)signing.



This demonstrates how the impact of a local Play Charter can extend beyond a community to inspire a broader movement in support of children's play.

<sup>12</sup> Play England. (2007). Charter for Children's Play. Available at: <http://www.playengland.net/wp-content/uploads/2015/09/charter-for-childrens-play.pdf>

<sup>13</sup> Play Scotland. (n.d.) The Play Charter. Available at: <http://www.playscotland.org/who-we-are/scotlands-play-charter/the-play-charter/>

<sup>14</sup> Play Australia. (2015). Play Charter. Available at: <https://www.playaustralia.org.au/sites/default/files/Play-Australia-Play-Charter-February-2015.pdf>

<sup>15</sup> International Play Association (Canada). (n.d.).

## Getting 'Buy-In'

'Buy-in' is essential to getting a Play Charter off the ground. The goal is to have organizational leadership commit to concrete actions that support diverse forms of play. Obtaining 'buy in' requires targeting key players in the local play context. This can include individuals from private, public, or non-profit and volunteer organizations. To facilitate the 'buy in' process, The City of Calgary created a formal letter outlining the Play Charter project, including its goals and associated values, to share with potential partners. They identified play leaders in Calgary – play experts, practitioners, researchers, educators, board members – to capitalize on existing skills, resources, and expertise. Hosting the IPA Conference also brought attention, interest, and credibility to the Play Charter and supported Calgary's role as 'backbone.' The City of Calgary leveraged established relationships to develop new ones and get 'buy in' from organizational leadership for their Play Charter. They also sought out 'non-traditional' play partners such as local police services, the United Way, and small business owners to inspire ideas and commitments related to play from diverse perspectives, like neighbourhood safety.

## Creating a Play Committee

You'll need a dedicated Play Committee to create a Play Charter. This Play Committee should be made up of local play and child development experts, organizations, and representatives of the public and private sectors who are invested in children's play. Many organizations found their way to the YYC Plays Committee through word of mouth and shared connections. Others were approached by the municipal employees who were acting as the Play Charter 'backbone.' The YYC Plays Committee created the Calgary Play Charter. Together, they came up with the Play Charter goals, wrote and revised the content, outlined the actions and commitments required, and agreed on how to measure success. Play Committee members often represented specific organizations and contributed to the creation of the Play Charter on their behalf. The signing of the Play Charter was reserved for organizational leadership.

The YYC Plays Committee met monthly for 1.5 hours each time. These meetings helped committee members develop trusting relationships, which enabled open discussion, debate, and learning. The committee members represented diverse Calgary-based organizations with expertise and experience in child development and play, including:

- Calgary Board of Education
- Boys and Girls Club of Calgary
- YMCA Calgary
- Vivo for Healthier Generations
- Alberta Recreation and Parks Association
- Calgary Public Library, and
- TELUS Spark.

## Establishing Timelines & Budget

The Calgary Play Charter took about one year to write, revise, and have signed. The goal was to have the Calgary Play Charter first signed at the 2017 IPA conference, hosted by The City of Calgary. The YYC Plays Committee had been working together on the IPA Conference before directing their attention toward the Play Charter. Therefore, they had built relationships prior to starting on the Play Charter. Creating a Play Committee and establishing trust between members can take time. Consider this when setting your Play Charter timelines. The budget for your Play Charter will depend on your timelines and the scope of your undertaking. Other budgetary considerations include: meeting frequency and location; facilitation costs; project oversight; design; etc. These are discussed in more detail in the 'how to' section to follow. Specific resources that were required for the Calgary Play Charter project are outlined in Appendix B.

## Setting Goals

It is essential that the Play Committee creates shared goals for the project. This will keep everyone on the same page. It will also focus the Play Charter actions and commitments around the shared vision. The YYC Plays Committee targeted people and local organizations invested in child development and play, such as parents, educators, and policy makers with the Play Charter. Their goals were:

- Promoting awareness about the social, cognitive, and physical benefits of diverse forms of play through communication campaigns specifically targeting the risk-adverse.
- Creating positive attitudes toward adventurous, free, child-led play through outreach and engagement.
- Encouraging the provision of dedicated time and diverse spaces for children to play in a world where overscheduling and structured activities have become the norm.
- Supporting children's experiences of discovery, diversity, and autonomy in play by providing play programming designed to foster skills such as independence and risk management.
- Sparking new commitments and actions from local organizations in Calgary by building partnerships and sharing resources to promote diverse forms of play such as adventure, nature, risky, indoor, and outdoor.

## Working Together

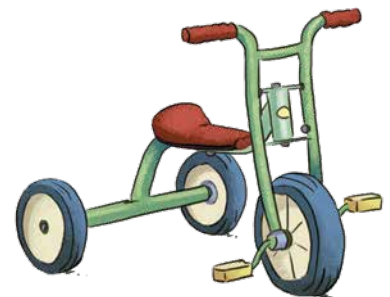
Establishing collaborative ground rules for working together is key to having collective impact.<sup>5,8</sup> Ground rules set out the terms of engagement for Play Committee members and can guide participation, conflict resolution, roles, responsibilities, and commitments. Consider practical aspects of working together such as scheduling meetings and expectations for attendance.

The YYC Plays Committee took an 'open table' approach to attendance. This had benefits, such as flexibility. It also had drawbacks including lack of continuity, time required for updates, or bringing members 'up to speed.' The level of participation in the YYC Plays Committee meetings varied among the members, which posed challenges with regards to continuity. After the Play Charter was signed, it was not uncommon for organizations to shift the responsibility for the Charter from one individual to another.

To create the Play Charter, the YYC Plays Committee engaged in facilitated discussions and activities at their monthly meetings. These were collaborative and interactive. The discussion focused on what the Committee wanted play to look like in their city in the next five or ten years. Committee members brainstormed and built on each other's ideas. Collective creation involved writing on large poster boards or passing papers around a table. Activities were meant to be playful and included, for example, writing about play on beachballs. A Project Coordinator, who was part of the 'backbone' organization, took meeting notes, revised content, and distributed drafts of the Play Charter to Committee members. Providing sufficient time for members to review, approve, and provide feedback on Play Charter drafts was a challenge faced by the YYC Plays Committee.

Another aspect of creating a Play Charter that warrants attention relates to the language used. For example, the term 'risk' presented a particular sticking point for some YYC Plays Committee members and organizations. There were concerns that 'risk' was the same as 'hazard' and related legal issues around insurance could arise. In the end, the Calgary Play Charter used language that all Committee members and signatories agreed on. This included the term 'risk.' This highlights the importance of clear communication, discussion, and trust among Play Committee members. It also underscores an organizational benefit of participating in the Play Committee – that is, to have the values of the organization represented in the Play Charter.

Calgary used design to target their Play Charter messaging to the local community. They used 'playful,' colourful graphics and fonts. They outlined their vision for and commitment to play using statements of 'we believe' and 'we will.' Also included were descriptions of what play looks, sounds, and feels like and quotes from children to support those messages. See the Calgary Play Charter attached in Appendix A.







## Committing to Action & Signing the Play Charter

A Play Charter is more than a statement. It is a commitment to specific actions. Signing the Calgary Play Charter meant identifying and committing to doing 'three big things' to support children's play. These actions aligned with the goals and vision of the Calgary Play Charter and were measurable. Some examples of specific commitments made by Calgary Play Charter signatories:

- **Calgary Police Services** used various forms of marketing to highlight their programs that include elements of play, such as the Junior Police Academy and Positive Ticket programs.
- **The Calgary Zoo** created more natural play zones, including the Canadian Wilds play zone.
- **Alberta Parks** facilitated inclusion training for their seasonal interpreters and programmers.

- **Creative Childcare Consulting** conducted a review and revisions of their existing workshops to ensure they included components on the importance of play for healthy child development.

The Calgary Play Charter was signed by individuals and organizations who had a role in shaping children's play in the city. Others expressed interest but were turned down because of their lack of connection to Calgary. The person who signed the Play Charter on behalf of an organization was in a leadership position. This engagement by leadership helped to sustain organizational 'buy in' for the Play Charter. The Play Charter signatory was not always the same individual who had participated in the YYC Plays Committee. Organizations and individuals who were not involved in the creation of the Charter, but who shaped children's play in Calgary, were also invited to sign.

The Calgary Play Charter was first signed at the IPA Conference (2017) by 36 individuals and/or organizational representatives. These included the Mayor of Calgary and members of the provincial government. It was re-signed one year later at the first annual Calgary Play Summit (2018) by over 50 signatories. The Calgary Play Charter signings have coincided with high-profile events and have been celebratory and playful. The plan is to have the Calgary Play Charter re-signed yearly. This will enable organizations and/or individuals to re-commit to actions that support child-led play. It will also create space for new signatories and new possibilities for action.

## Ensuring Sustainability & Assessing Collective Impact

Planning for the evaluation and sustainability of your Play Charter will help to support its long-term success. To encourage the sustainability of the Calgary Play Charter, The City of Calgary maintained its role as 'backbone.' This involved leading the continued engagement of the YYC Plays Committee and the evaluation efforts. Moving forward, the City is working toward sharing the 'backbone' roles and tasks with other signatories and/or members of the YYC Plays Committee.

Calgary had the support of an evaluation specialist throughout the Play Charter creation process. This individual helped to guide the creation of an evaluation plan (see Appendix C). How you measure the success of your Play Charter will depend on your specific goals and actions. The YYC Plays Committee agreed on the following:

- An increase in the numbers of children/youth engaging in unstructured play for several hours a day.
- An increase in the numbers of children/youth who report being outdoors for several hours a day.
- A rise in the number of local citizens that report feeling comfortable incorporating play in their lives.
- An improvement in access to resources, including funding, expertise, collaboration, for play-based initiatives in Calgary.
- An increase in the variety of play opportunities and spaces available in Calgary.
- An improvement in awareness of the importance and value of unstructured and risky play among local citizens.
- Better equity and accessibility of play opportunities in Calgary.

## Co-develop the evaluation plan for your Play Charter

The management and oversight of the evaluation process should also be shared amongst the Play Committee. Evaluation can be challenging even if a plan is made early and represents collective measures. Data collection and analysis can be time-consuming. Only one organization was able to complete the Calgary evaluation tool as it was originally designed. Calgary has since come up with some strategies to make evaluation run more smoothly. These include:

- Making the signing and re-signing of the Play Charter contingent on participation in the evaluation process (rather than on outcomes or outputs).
- Providing evaluation support and training for signatories.
- Conducting check-ins with signatories related to reporting.
- Simplifying the evaluation process.

The results of the 2018 evaluation are available in Calgary's Play Charter Collective Impact Report.<sup>16</sup>



<sup>16</sup> The City of Calgary. (2018). Calgary's Play Charter: Collective Impact Report 2018. Available at: [http://www.calgary.ca/\\_layouts/cocis/DirectDownload.aspx?target=http%3a%2f%2fwww.calgary.ca%2fplay-charter%2fcollective-impact-report-2018%2fcollective-impact-report-2018.pdf](http://www.calgary.ca/_layouts/cocis/DirectDownload.aspx?target=http%3a%2f%2fwww.calgary.ca%2fplay-charter%2fcollective-impact-report-2018%2fcollective-impact-report-2018.pdf)



# 'How To' Get Started on a Play Charter

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The remainder of this 'how to' guide will walk you through the steps of creating your own Play Charter. You will find specific tips and suggestions for how to make a Play Charter your own. There are also discussions of challenges you may face and some ideas on how to address these.

To get started on a Play Charter:

- > Identify a 'backbone' individual or organization.
- > Establish a Play Committee.





## Identify a 'Backbone' Individual or Organization

You'll need a committed individual or organization to lead your Play Charter. The 'backbone' plays a key supporting and leadership role and brings the momentum to carry the project forward. The 'backbone' organization or person is not the owner of the Play Charter. Ownership of the Play Charter is shared among Committee members and signatories. When establishing the 'backbone' of your Play Charter, think about key play partners in your community. Also, consider the size of your community and the scope and intended reach of your Play Charter. Large communities may need an organization rather than an individual to serve as the 'backbone.'

In smaller communities, an individual may be best suited for the role. Consider what you need from a 'backbone' organization or individual given the size and scope of your intended Play Charter. Key features of a 'backbone' organization or individual include:

- Power to convene and bring together diverse local partners involved in child development and/or play to work together on a Play Charter.
- A strong reputation to get and sustain 'buy-in' and support from key decision-makers in your community.
- Skills and resources related to project and program planning, funding, facilitation, implementation, communication and design, monitoring, and evaluation.
- Expertise and experience related to children's play.

Municipal staff are well positioned to take on the 'backbone' role for a city-wide Play Charter. They have access to the resources and skills needed to support a project of that scope throughout each stage. There are also potential drawbacks to having a municipality as the 'backbone.' For example, organizations may worry that the municipality will tell them how to do their jobs or hold them accountable for things outside their mandates. These concerns can be resolved with clear communication and by setting ground rules for working together. Consider ahead of time what kinds of tensions or issues might arise related to who is in the 'backbone' role. This can help you choose a 'backbone' or to target communication in a way that addresses possible concerns upfront.





## Establish a Play Committee

A Play Charter is a collective creation and requires a Play Committee. This committee should represent diverse local organizations and individuals with a role in children's play. Collectively, the Play Committee needs to reflect the local population. This will ensure the Play Charter reflects the differing needs and interests of your community. Play Committee members can be local play specialists or experts, school board trustees, parks and recreation staff, early childhood educators, members of community organizations, and police officers, to name a few. Creating a Play Charter is a very hands-on process so remember to keep your committee to a manageable size!

When creating your Play Committee, include:

- People with varied skills, expertise, and interests related to children and/or play.
- Individuals and organizations who represent the diversity of your community based on age, socio-economic status, ethnic/cultural background, dis/ability, and other important characteristics.
- Individuals and organizations from different sectors including private, public, and non-governmental and/or volunteer organizations.
- Individuals and organization with expertise in children's play and child development.







## Play committee skills

The process of creating a Play Charter requires diverse skills and resources. The following skills are useful to have in place through your 'backbone' organization and/or Play Committee members:

- **Leadership –**  
Drive the project forward, obtain 'buy in,' and provide oversight.
- **Play expertise –**  
Provide guidance on diverse form of play, relationship between play and children's health and development; bring play-based academic and practice-related evidence and best practices to the project; guide and conduct research in the area.
- **Fundraising –**  
Secure funding to support the creation and maintenance of the Play Charter and its evaluation.
- **Project management and administration –**  
Oversee all of the moving parts of the project including tasks, timelines, and budget.
- **General administration –**  
Schedule and organize meetings, create agendas, take and distribute minutes, synthesize and summarize meeting discussions, and write-up and share drafts of the Play Charter.
- **Facilitation –**  
Guide the Play Committee meetings and moderate and mediate discussions.
- **Communication and marketing –**  
Create targeted messaging to support 'buy in' efforts and promote the Play Charter using marketing strategies.
- **Design –**  
Bring the values of the Play Committee to the creation and design of the final product.
- **Evaluation –**  
Facilitate discussions and guide decisions around measurement, outcomes, and evaluation of the Play Charter actions and commitments, as well as oversee and support evaluation.



# 'How To' Set the Foundation for a Play Charter

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Once you have your 'backbone' and Play Committee in place, you're nearly ready to start creating a Play Charter.

First, you'll need to:

- > Initiate 'buy in' from key play partners in your community.
- > Secure project funding.





## Initiate 'Buy-In' from Key Play Partners

Obtaining 'buy-in' for your Play Charter from local play partners is an ongoing process. It is essential for success. Without 'buy in' your Play Charter will not have lasting collective impact in your community. To start the 'buy in' process, identify key play leaders and allies in your community. Use your existing networks and relationships to approach these individuals and/or organizations. Word of mouth can also help to build interest in your Play Charter. Existing play partners can help build and sustain new partnerships.

### Insights from the Lethbridge Play Charter experience:



"We hosted a breakfast and invited the community stakeholders the committee identified as key in the process. We highlighted what a Play Charter is, why we need one, and what we needed from them moving forward. Time was given for discussion groups and input from stakeholders. Participants were also invited to be part of the Play Charter Committee."

## Be prepared to promote the idea of a local Play Charter!

This could be aided by a formal letter, presentation, or an informal set of 'selling points' that your Play Committee has prepared. Background research on how play supports child development and the benefits of diverse forms of play for children can be helpful, such as the ParticipACTION reports<sup>3,17</sup> among others.<sup>1,2</sup>

Have an elevator pitch ready – that is a short and clear statement of your vision and goals. Highlight the collective impact that your Play Charter could have on your community. Bolster your case by showcasing examples of success – the Calgary story may help!

Align the Play Charter with existing local interests, programs, and activities. Make the connection clear to the specific play partner/ally you hope to get on board.

Emphasize the importance of their unique contribution regardless of the nature or size of the organization. Relationship building is key to the 'buy in' process. The ultimate goal of getting 'buy in' is to have the organizational leadership declare commitments of **action** towards the vision of play outlined in your Play Charter.

'Buy in' is also something that members of the Play Committee may need to attain and sustain from their organizational leadership. Work on the Play Committee can be time-intensive and support from organizational leadership is key. Think about how your organization will benefit specifically from your involvement in the Play Committee. Consider how your work on the Play Committee aligns with your existing organizational role. Actively participating in the creation and oversight of the Play Charter will ensure that your organizational values and strengths will be represented. There are also learning opportunities that may arise or key relationships formed through the collective process involved in the Play Committee that could benefit your organization.



### Insights from the Lethbridge Play Charter experience:

"We gathered and presented research on the importance of unstructured play, the shifts in play in our culture, and risky play. Research was an important part of our Play Charter development and something stakeholders really wanted to see."

<sup>17</sup> ParticipACTION. (2018). The ParticipACTION Report card on physical activity for children and youth.

Available at: [https://participation.cdn.prismic.io/participation%2F5e923384-b01a-4680-a353-60b45c271811\\_2018\\_participation\\_report\\_card\\_-\\_highlight\\_report\\_0.pdf](https://participation.cdn.prismic.io/participation%2F5e923384-b01a-4680-a353-60b45c271811_2018_participation_report_card_-_highlight_report_0.pdf)





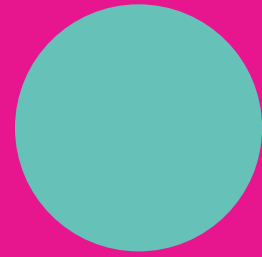
## Secure Project Funding

Creating and maintaining a Play Charter requires funding. There are costs associated with running Play Committee meetings as well as marketing, communication, design, and signing events, for example. Some costs can be covered through in-kind contributions of partners, but there will still be financial costs. Develop a budget so that your Play Committee can obtain sufficient funding for the Play Charter project, including evaluation/assessment of collective impact. Examples of resources required to develop and sustain a Play Charter based on the Calgary experience are provided in Appendix B. Keep in mind the scope, timelines, access to in-kind skills and resources, and so on when drafting your budget.

Securing funding to support the creation of your Play Charter will help to ensure its feasibility and success.

Funding can also help to bolster your case for 'buy in' from key play partners. It lends credibility to a project and demonstrates that money is in place to see the project through to completion. Do your research and explore all possible avenues of funding available to you. Sources of funding could include: government and non-governmental grants; private donors/funders; public or not-for profit donors/funders; or fundraisers. Securing funding can be a time-consuming process so get started early and draw on any existing expertise your Play Committee may have in the area.





# 'How To' Create a Play Charter

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Once you have your 'backbone' and Play Committee in place, funding secured, and have achieved initial 'buy in' for your Play Charter, then you are ready to get started on its creation! In this section, you'll find out 'how to' work collaboratively to achieve collective impact through your Play Charter. Covered, is 'how to':

- > Establish ground rules for working together on the Play Committee.
- > Set goals, scope, and timelines for your Play Charter.
- > Draft and revise the Play Charter.



## Establish Ground Rules

The Play Committee will need to establish ground rules for working together. Ground rules set out the terms of reference or engagement for the Play Committee. They outline specific details of how committee members will interact and collaborate. They also describe roles and responsibilities, help set expectations, and keep everyone focused on the collective goals of the Play Charter. If developed appropriately, ground rules can also provide direction on how to handle any conflicts that arise. Ground rules that are written together by the Play Committee support the collaborative process and ensure all members' voices are heard and are able to shape the Play Charter.

The Play Committee should set the ground rules collaboratively in discussions during their initial meetings. A meeting facilitator may help to guide this process.

### Ground rules can include:

- terms of reference for the Play Committee
- description of roles and responsibilities for committee members
- expectations for participation including meeting scheduling and attendance, collaboration, partnership, and collective efforts
- norms for behaviour
- processes to resolve conflicts, and
- operating principles.

“If developed appropriately, ground rules can also provide direction on how to handle any conflicts that arise.”

## Set Goals, Scope, & Timelines for Your Play Charter

Consider funding, access to resources, and existing skills/strengths on your Play Committee, 'backbone' organization, and in your community when determining the scope of your Play Charter. Take stock of programming, policy, and political will already in place that you can build on. Modifying or adding to existing play programming so it aligns with the vision for play outlined in your Play Charter is a good way of achieving your goals without re-inventing the wheel.

Be realistic when setting goals and timelines. Ask yourself if your Play Committee has the resources, skills, and funding available to achieve those goals. If not, think about what is feasible for you to achieve in the timeframe available to you. The following questions can be useful to guide the (facilitated) discussion of the Play Charter scope, goals, and timelines with your Play Committee. They will also ensure everyone on the Play Committee is on the same page.

Be specific and consider the needs and opportunities in your community when answering these questions:

- What is our vision for the Play Charter?
- Who is the audience for the Play Charter (e.g., children, families, play practitioners)?
- What is the current climate of play in our community?
- What are the challenges we anticipate facing related to play (e.g., protective parents)?
- What is our starting point?
- What resources and skills are available to us?
- What are our strengths?
- What are the specific goals of the Play Charter?
- How can these goals be achieved (actions)?
- How long might it take to achieve these goals given the skills and resources available to us?
- How can we measure the success of our goals?

It is helpful to have a person with administrative skills on the Play Committee who is responsible for taking detailed notes of the meeting discussions and compiling these into Play Charter drafts.



## Draft & Revise the Play Charter

Now that you have established ground rules for working together and decided on the scope of your project, you are ready to begin drafting your Play Charter. The questions from the previous section will also be helpful to guide the creative process. Consider and articulate the vision, goals, and actions/commitments for the Play Charter. This process involves:

- **Discussions and activities** at Play Committee meetings to develop Play Charter content.
- **Feedback** from Play Committee members and potential signatories on drafts of the Play Charter created in response to meeting discussions.

It is helpful to have a person with administrative skills on the Play Committee who is responsible for taking detailed notes of the meeting discussions and compiling these into Play Charter drafts. These drafts will be re-visited at subsequent meetings and circulated among Play Committee members for feedback and revisions. Ample time is needed to engage in this collaborative process, feedback and revisions in particular, and adjust your timelines accordingly. A meeting facilitator can help keep the Play Committee meetings focused and productive. A project coordinator or a person with administrative skills can oversee document sharing, revisions, and manage timelines.

## Developing a shared language

The content of your Play Charter will depend on your specific goals and context. Include statements of your vision for play and how you will commit to achieving and supporting this vision in your community. Be specific and clear – detail what Play Charter signatories will commit to, why, and how. You could adopt a similar approach as Calgary and include:

- Play looks like . . .
- Play sounds like . . .
- Play feels like . . .
- We believe . . .
- We will . . .

Be creative and make your Play Charter your own! Consider:

- **Language –**  
Developing a shared language that represents the diverse Play Committee membership and signatories.
- **Audience –**  
Targeting your messaging to your intended audience.
- **Design –**  
Using imagery, colour, and other non-textual elements to strengthen your message.

It can be challenging to come up with a shared language for play. Terminology used by one Play Committee member and the organization they represent may be uncommon or even problematic for another. It is vital that Play Committee members discuss and agree on the terminology used in the Play Charter.

This can be a time-consuming process and should be accounted for in your timelines. It should also be discussed when new members join the Play Committee to ensure everyone is on the same page. Co-created ground rules, an experienced facilitator, and trusting relationships between Play Committee members can help with the process of developing a shared language.



## Targeting your audience

Consider your intended audience when creating your Play Charter. Be sure to target them with your content, language, and design. Be inclusive. Having members of your Play Committee who represent the diversity of your community will help to ensure your Play Charter is relevant to your context and audience. You can also elicit feedback on drafts of your Play Charter, messaging, and design from community members. Remember to include children and families!

## Designing your Play Charter

Engage a designer early in the Play Charter creation process. This will ensure they understand the underlying intention and aims of the Play Charter and can highlight those through design. The following questions may help to guide your Play Charter design:

- **Audience –**  
Who will see/read the Charter once it is published? How can you make the Charter accessible and inclusive through design?
- **Format –**  
Will the Play Charter be a downloadable document, an interactive online page, or some other format?
- **Branding –**  
Do you need to align with existing branding or have a unique aesthetic?





# 'How To' Implement a Play Charter



You have created your Play Charter and are ready for local play partners to sign onto the shared vision and specific commitments to support and promote play in your community.

This section covers 'how to':

- > Identify Play Charter signatories.
- > Work Play Charter signatories to develop commitments to play.
- > Arrange the Play Charter signing.







## Identify Play Charter Signatories

Deciding who signs the Play Charter can be tricky and potentially sensitive. It requires careful thought. Signatories should be able to commit to actions towards play and hold values that align with the Play Charter.

They will also need to identify their commitments to the Play Charter. This means organizational leadership is often better-suited to sign than an employee, even if the employee is a member of the Play Committee. Also, organizations that hold values that are in conflict with the goals of your Play Charter may not be appropriate signatories. The same is true for organizations who do not have a role in your local play landscape.

It might be appropriate to have signatures from several members of an organization, for example, if they represent different interests or departments. Having signatories from various levels of organizational leadership demonstrates a unified commitment. Remember, the Play Charter signatory from an organization is not necessarily the person who was involved in its creation.



The organization and individuals who are best suited to sign your Play Charter will depend on your local play landscape. Think about key players involved in child development, recreation, and play programming in your community. Consider other organizations who can shape children's play spaces and possibilities, such as local police, developers, and landscape architects. Potential Play Charter signatories can include individuals and/or organizations that you reached out to when creating your Play Committee, in addition to others who you've newly identified or were unable to participate earlier in the process. Consider including:

- individuals/organizations with experience or programing related to early childhood development and learning
- play and childhood development experts
- organizations involved with natural play and/or community-led play programs
- non-profit organizations that focus on offering children's play opportunities and/or programming
- local government officials
- landscape architects and urban planners
- health and education experts, and
- community developers.

## Work with Play Charter Signatories to Develop Commitments to Play

To have collective impact and effect change, signing the Play Charter must be more than a symbolic gesture. It should include tangible and concrete commitments and actions to support and promote the Play Charter's vision for play. These are specific outputs and/or activities that each signatory member and/or organization develops based on their strengths, resources, capabilities, and expertise. The commitments do not need to be big. The following seven categories of actions can provide a starting point for your signatories to identify their Play Charter actions/commitments:

- **Advocacy and promotion –**  
Being an 'ambassador' for the vision of play outlined in your Play Charter; raising awareness through communication and education.
- **Communication and marketing –**  
Incorporating Play Charter messages into organizational communications and marketing; sharing marketing data to inform Play Charter promotional efforts.
- **Partnerships –**  
Seeking out opportunities for new partnerships to improve offerings of play programs that align with the Play Charter vision; developing mentorship relationships with other play-related organizations.
- **Play spaces –**  
Repurposing or enhancing existing spaces to better support play; promoting or making new play space development easier.

- **Policy and practice –**  
Developing and/or revising organizational policies, procedures, and practices related to play to promote the Play Charter vision.
- **Programs –**  
Incorporating play opportunities that align with the Play Charter vision into existing or new children's programs.
- **Training –**  
Providing staff education and training that supports the vision for play outlined in the Play Charter.

Timing is everything. It is best to get the specific commitments from potential signatories prior to signing. Knowing the commitments will help you to identify any gaps in the actions required to achieve the Play Charter vision and target new signatories with skills in those areas. Potential signatories might be reluctant to sign the Play Charter for fear of being 'called out' on not fulfilling their commitments. Collective reporting of the Play Charter outcomes, which aligns with the goals of the Collective Impact Model,<sup>5,8</sup> can help address this concern. In addition, clear communication about expectations and responsibilities is key.





## Arrange the Play Charter Signing

The signing of the Play Charter is a momentous, celebratory event! It signifies a unified, collective, and contextually meaningful vision for and commitment to play in your community. Think about when and where the Play Charter signing will take place. Consider what will work best for your community. Aligning the signing with another play-related event, such as a local festival or play conference, can bolster attendance and garner excitement. Be careful, there is also a possibility that the event can overshadow the signing of your Play Charter.

Choose a family-friendly, accessible environment for your signing. It should be fun and 'playful!' Prioritize inclusivity. Involve diverse members of your community when scheduling and selecting a location for the event. Come up with a communication strategy and decide how you will manage press coverage to garner attention for your Play Charter. Ensure that all Play Committee members and signatories present a unified message. Your key messages should communicate the vision and actions the Play Charter will support to achieve collective impact around play in your community.

# 'How To' Sustain & Measure the Play Charter Collective Impact

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A Play Charter represents a living, evolving engagement and commitment to children's play in your community. As such, it should be re-assessed, revised, and re-signed until it becomes part of the local ethos. This means that its values become the 'normal' course of action for play in your community. To support the long-term success of your Play Charter:

- > Plan for engagement with play committee members and signatories.
- > Lead for sustainability.
- > Measure the collective impact of your Play Charter.



## Plan for Engagement with Play Committee Members & Signatories

Ongoing engagement of Play Committee members and signatories is vital to the long-term sustainability of a Play Charter. Maintaining enthusiasm after the initial signing has passed can be difficult. Planning ahead with concrete goals, actions, and timelines for the Play Committee to work on after signing can address this challenge. The Play Committee will need to undertake the collective work of planning and goal-setting to ensure continued learning, sharing, and developing of the Play Charter values and commitments. It may be necessary to revise the Play Committee meeting schedule and ground rules to fit the new goals and to encourage the participation of new members.

The following are suggestions for goals and/or events your Play Committee can undertake after the initial signing:

- Organize a Play Summit or National Play Day events.
- Evaluate and monitor Play Charter related activities and commitments and reporting on collective impact.
- Recruit new Play Committee members, particularly individuals/organizations with skills that address existing gaps across play commitment areas.
- Revise the Play Charter to accommodate changing community needs, new members, and/or the development of new ideas.







## Lead for Sustainability

Leadership from the 'backbone' organization or individual is key to sustaining a Play Charter. The 'backbone' can ensure that the momentum towards your shared vision for play in your community is not lost once the Play Charter is signed. The 'backbone' may need to draw on their skills at 'rallying' the Play Committee around new opportunities, goals, and activities. That said, it is not always feasible or appropriate for the same 'backbone' organization to remain in a leadership role post-signing. Before the signing, the 'backbone' and Play Committee should develop a plan that outlines 'backbone'/ leadership succession, Play Committee sustainability, and continued committee member engagement. Think about the new roles of the 'backbone' organization in the post-signing period. Tasks that fell to the 'backbone' during the creation phase of the Play Charter may be passed onto other Play Committee members and/or organizations in this phase.

## Measure the Collective Impact of Your Play Charter

Evaluation is key to long-term sustainability. It is also essential for documenting the collective impact and success of your Play Charter. The information you gather through evaluation will be useful to attract new signatories and achieve and/or maintain 'buy in.' Use your evaluation to identify gaps in your Play Charter and plan for how to address them in the future.

Think about how to assess and evaluate your Play Charter during its development. Having a person with evaluation expertise on the Play Committee or within your 'backbone' organization is helpful. Remember, evaluation is a shared responsibility: each Play Committee member should be prepared to play a role. Evaluation strategies, outcomes, and outputs to be measured should be discussed and decided on by the Play Committee members.



### Insights from the Lethbridge Play Charter experience:

"We are recognizing the need and value of monthly communication with our signatories to help keep play a priority. For example, we've been sending monthly updates since the signing to include a 'play win' from the previous month, upcoming play activities, and any new research. We have learned supports for signatories on the "now what" after they signed the Play Charter are needed. A short video sharing the vision of the Lethbridge Play Charter is something we are creating to share with staff, board members and individual community members and help spread the excitement and vision for supporting play through their work and roles in the community."

When creating an evaluation plan, consider:

- **What outcomes you will measure –**  
These are the products and results of undertaking the Play Charter activities. They can include, for example, numbers of play programs and participants or attitudes and perceptions of play among parents/guardians. Outcomes should relate to the collective impact and align with your Play Charter's vision and values.
- **How data will be collected –**  
Information about outcomes could be self-reported by members and signatory organizations (e.g., through progress reports). It can also be gathered through interviews or surveys. The time commitments, costs, and skills needed must be accounted for to ensure feasibility of data collection.
- **Who will collect and analyze the data –**  
Consider potential sensitivities related to who has access to the organization and/or signatory specific data. There may be information that one organization cannot share with another for proprietary reasons.
- **How data will be reported –**  
The goal is to assess collective impact, so the information gathered should represent the shared achievements and/or gaps. It should not highlight or call-out specific members or signatory organizations.

#### Tips for creating an evaluation plan:

- Create the evaluation plan collectively with Play Committee members and signatories.
- Approach evaluation as an evolving process and be open to changes in the evaluation plan.
- Simplify and streamline the evaluation process and reporting requirements – collect just the information you need to assess impact.
- Set clear timelines and expectations related to reporting of outcomes.
- Seek or provide evaluation assistance, as needed.
- Schedule regular check-ins with signatories to ensure they are providing consistent information during reporting.
- Emphasize the collective impact of the Play Charter rather than individual contributions of the signatories.
- Make re-signing of the Play Charter contingent on submitting progress reports and/or participating in the evaluation process (rather than making it based on achievement of outcomes).
- Use your evaluation efforts to help you tell the story of your Play Charter. This can help you capture the interest of your community and sustain momentum for future activities coming out of the Play Charter.



#### Insights from the Lethbridge Play Charter experience:

"One of the stakeholders on our Play Charter committee did research at the University of Lethbridge. They were a huge help in developing a baseline survey to understand where our signatories were currently at in terms of play. We will re-survey signatories a year from our Play Charter signing to help determine some quantitative measurements with regards to play in our community."

Creating a Play Charter can be a positive, transformative experience for your community and a powerful collective investment in children's well-being.



# Summary: Bringing Your Play Charter to Life!

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**Congratulations! You now know what you need to do to bring a Play Charter to life in your community.**





This 'how to' guide has covered many details, but the key is to make the **PLAY CHARTER** project your own by keeping in mind:

- **Local context** – Your Play Charter will be strongly informed by, and represent, the uniqueness of your local area, population, and character.
- **Collective impact** – The goal of a Play Charter is to achieve collective impact. This requires shared, collaborative efforts among Play Committee members throughout all stages of the Play Charter creation and maintenance.
- **Diversity** – To address the range of needs of your community, you need diversity on your Play Committee

and among signatories. This includes everything from expertise to signatory commitments to representation on the Play Committee.

- **Engagement and 'buy in'** – To have collective impact on play in your community, your Play Charter needs 'buy in' and engagement from key players in the local play landscape. This includes professionals, but don't forget children, parents, and other people involved in the day-to-day lives of children and their play opportunities.
- **Cost** – Creating and sustaining a Play Charter requires financial and human resources. Consider the cost of, for example, hosting meetings, measuring/reporting outcomes, communications, information hosting (website/email), events, and printing and budget accordingly.

- **Action** – A Play Charter is action-oriented and must involve specific, measurable, realistic commitments in order to have collective impact and create positive change in your community.
- **Evolution** – The Play Charter is meant to be flexible and responsive to the changing needs of your community, Play Committee members, and/or signatories. The Play Charter can be revised over time to reflect these changes.

**Remember to have fun and seek creative solutions to overcome challenges that you may encounter along the way. It is worth the effort!**

Creating a Play Charter can be a positive, transformative experience for your community and a powerful collective investment in children's well-being.

# Additional Play Charter Resources

**Additional resources are available at [arpaonline.ca/playcharter/](http://arpaonline.ca/playcharter/). These resources can help you create, evaluate, and sustain your Play Charter. Play Charter resources created for the Calgary Play Charter are appended, including:**

- Appendix A. Calgary Play Charter
  - Appendix B. Calgary Play Charter: Budget Items & Resources Required
  - Appendix C. Calgary Play Charter Accountability Framework
- .....

## Background Information & Support for Children's Play

- United Nation's Convention on the Rights of the Child
- 2015 ParticipACTION Report Card on Physical Activity for Children and Youth
- 2018 ParticipACTION Report Card on Physical Activity for Children and Youth
- Why safe playgrounds aren't great for kids

## City of Calgary & Calgary Play Charter

- Play in the City of Calgary
- Calgary Play Charter general information
- YYC Plays
- Calgary's Play Charter Collective Impact Report (2018)

## Other Play Charters

- International Play Association Canada Play Charter
- Australia Play Charter
- Scotland's Play Charter
- Play England, Charter for Children's Play

## Notes

Circumstance	U.S. adults (%)	U.S. military personnel (%)
If someone is attacking you	~85	~75
If someone is threatening you	~80	~70
If someone is trying to steal something from you	~75	~65
If someone is using force against you	~70	~60
If someone is using force against someone else	~65	~55

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## Notes

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across the entire width of the page, providing a guide for writing. The background is a solid off-white color. There are no margins, text, or other markings present.





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