



Nurturing development of active play



Nourrir le développement
du JEU ACTIF

Regroupement des centres de la petite enfance de la Montérégie

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Sylvie Melsbach
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Lawson Foundation Outdoor Play Strategy

Learn more at lawson.ca

Speaker

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- Author of *Bouger c'est naturel* — RCPEM/TIR Montérégie
- Project manager of *Nourrir le développement du jeu actif* – RCPEM/Fondation Lawson
 - Adaptation for Family Child Care Providers (RSG) - RCPEM/RBC
- Technical and pedagogical support to the *Projet Espaces* — AQLP/Québec en forme
- Technical director of *Institut Québécois de la sécurité dans les aires de jeu* (IQSAJ) and member of the Technical Committee on Children's Playspaces – CSA
- Responsible for supporting Partnership and Playgrounds— RCPEM

- Teacher at the college early education program for 15 years
- Educational advisor in a CPE for 5 years
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- Degree in Early Education U de Hull
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Presentation content

- The RCPEM
- In context– Healthy lifestyle
- Young children and active play
- A promising initiative at RCPEM
 - Nurturing development of active play



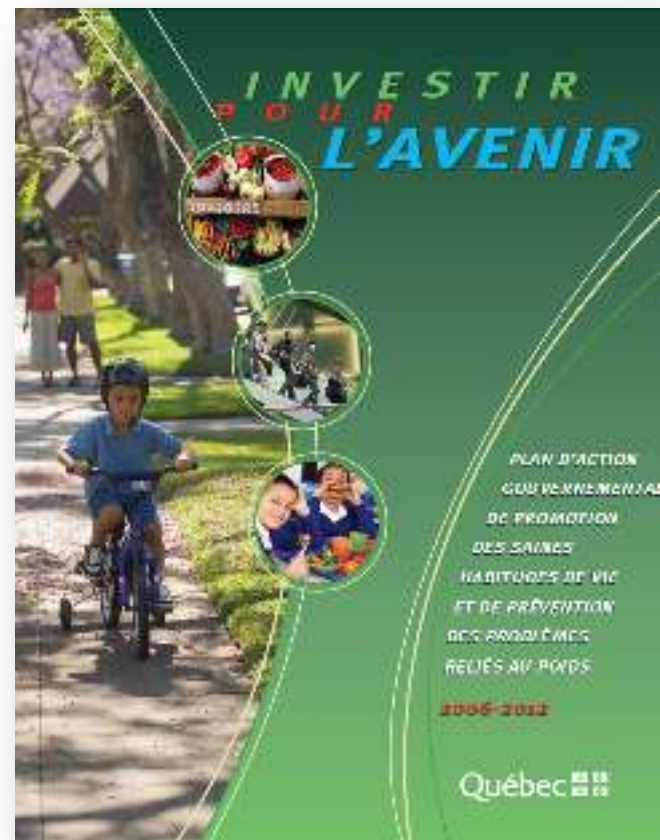
The regroupement des centres de la petite enfance de la Montérégie (RCPEM)

- A **non-profit organization** founded in 1974 by non-profit childcare centers that want to **share services and regional issues**. In 1997, it became the RCPEM.
- Works daily to defend the quality of early childhood education services, supports the staff professional development, ensures participation of parents in Early Childhood Centers (CPE).
- Works in close collaboration with the other regional association of Quebec's CPE.
- Having **expertise in motor development**, the RCPEM works on various projects for the transfer of knowledge and the « field » application in early education.
- <http://www.rcpem.com/rcpem>



Healthy Lifestyle A collective movement

- A Government Action Plan :
The PAG (2006-2012)
 - It is the habits taken early in the child's life that will influence throughout the growth, then, in his adult life. An active lifestyle from early childhood !
 - Promoting healthy lifestyles is part of the educational mission of Early Childhood Centers (CPE) and other childcare centers (SGÉE).



Active play and motor development children (0-5 years old)

In Quebec, standards are :

- ➔ *Meeting Early Childhood Needs*, Quebec's educational program for childcare services (family ministry 2007)

https://www.mfa.gouv.qc.ca/fr/.../programme_educatif_en.pdf

- ➔ *Gazelle et Potiron*, framework for the creation of environments conducive to healthy lifestyles (Family Ministry, 2014)

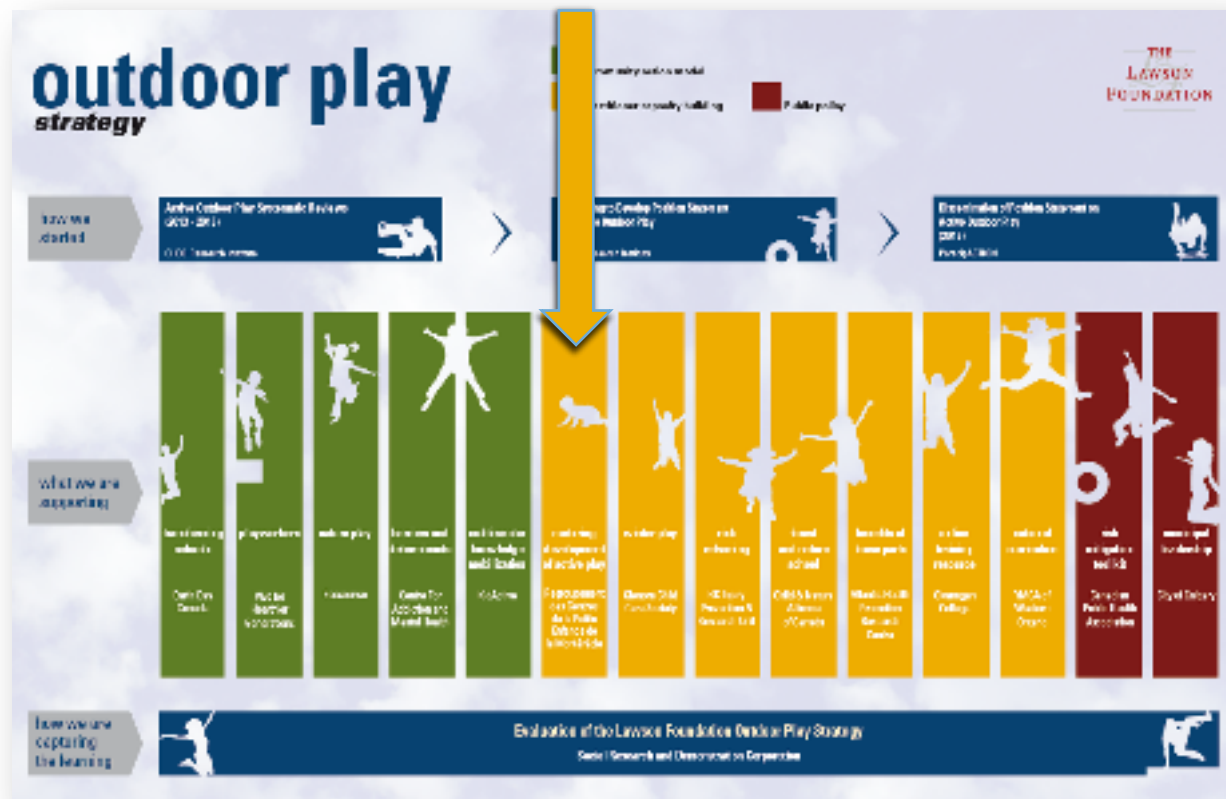
https://www.mfa.gouv.qc.ca/fr/publication/Documents/guide_gazelle_potiron.pdf





Lawson Outdoor Play Strategy

Nurturing development of active play





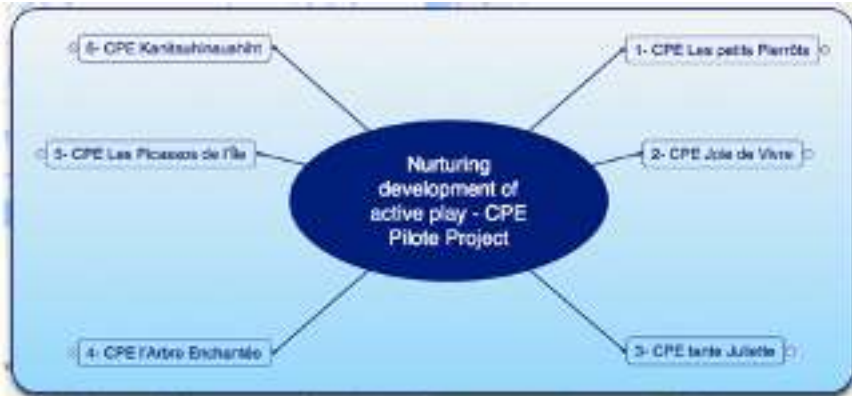
Nourrir le développement
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Regroupement des centres de la petite enfance de la Montérégie

A three year (2016-2018) project that aims to :

- Sensitize communities in 6 different regions of Quebec (CPE teams, parents and local partners concerned by child health and development) **to the innate capacities of children to move and take risks in stimulating outdoor environments**
- **Improve or reorganize the outdoor environment** to promote the optimal development of children, including active play
- Adapting the tools and training developed for **the reality of different communities**
- **Making available these tools** and training developed within the framework of the project

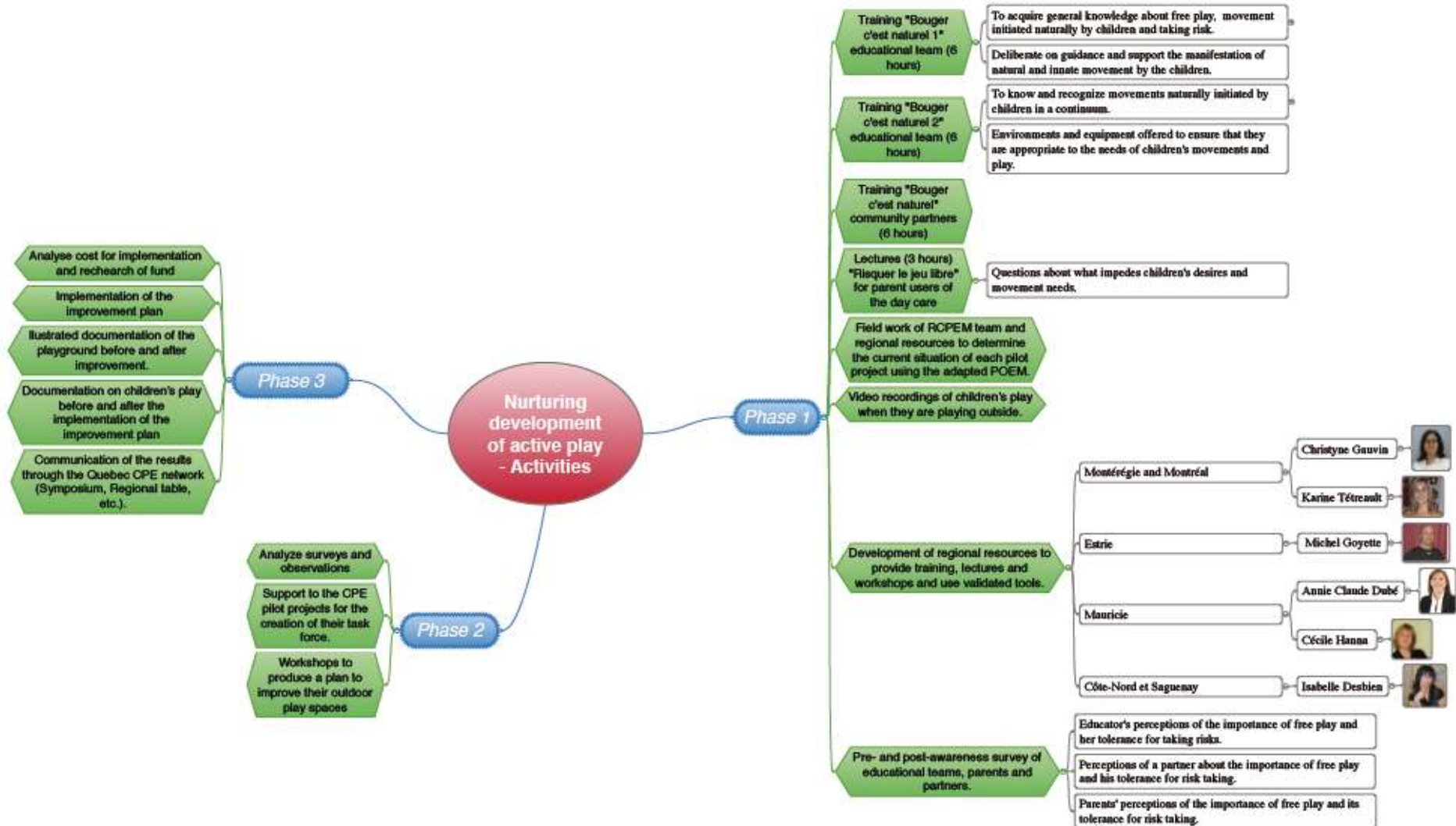
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Regarding *the project and activities*

- Define - *What does it mean « to be active » in early childhood ?*
- In the respect the **pace** of each child's development, needs and interests
- As a **global development** perspective
- Emphasizes that the exercise of three categories of movement is necessary for **optimal development**
 - ① Non-locomotor movements
 - ② Locomotor movements
 - ③ Handling movements

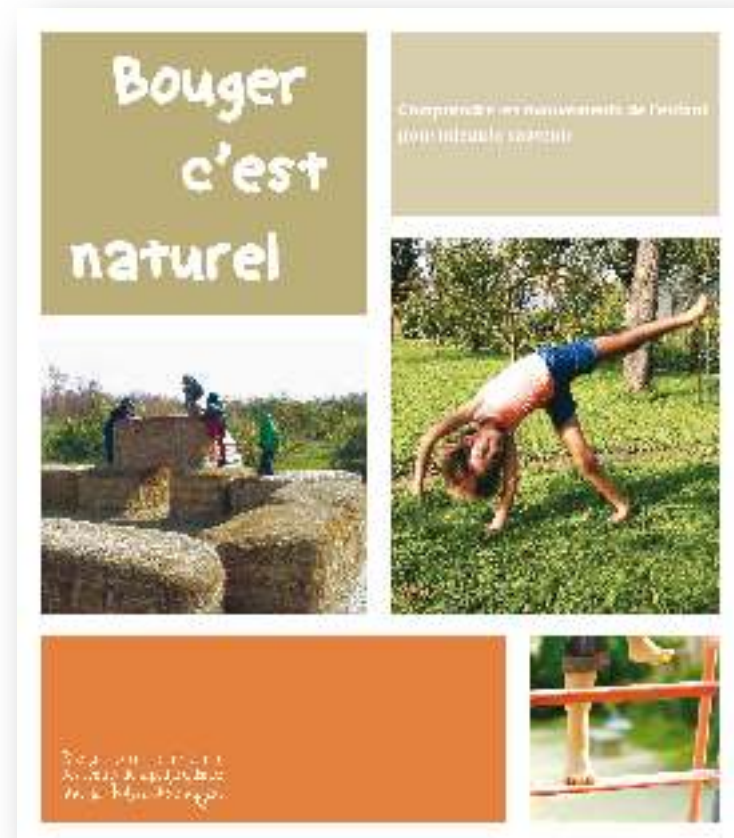




Bouger c'est naturel – the book

Understand the child's movements to better support him

- An invitation to enter the world of childhood
- Motor developments **in terms of movement**
 - One of the best indicators of children's well-being !
- The evolution of movement : a **continuum**
- The child's skills, the movements that he initiates naturally in an enabling environment



Phase 1 – Bouger c'est naturel

- A book
- A leaflet
- *Bouger c'est naturel*
 - Training (12 hours for educators, 6 hours for partners)
- *Risquer le jeu libre*
 - Conference for parents and general public
- Towards an accompanying approach: enriching the outdoors classroom



Bouger c'est naturel
Consultez le www.rcpem.com | 450.672.8826

Bouger c'est naturel 12 hours Training and lecture

CPE'S KANITAUTSHINAUSHIHT PARENTS



- Engage educators, managers, parents and community partners to
 - See the concepts related to **motor development**
 - Get a better understanding of how **free play is essential** for the child and how it contributes to its development

- Deliberating on **professional and parental posture** in a child-initiated, free play environment: what is my role as an educator ?

Bouger c'est naturel training The fundamental assumptions



- Recognize the necessity and benefits of free play, to give it a key place in the child's everyday life
- The active role of the child in his / her own development
- The movement, seen as a pillar of global development
- The value of play initiated by the child: the pleasure of exploring and discovering the world (the child learns through play) at its own pace, in its own way (the child is unique) with the support of an attentive adult (importance of observation)
- Enabling environments for active play and therefore the acquisition of healthy lifestyles

Image of the child

**On n'apprend pas à bouger
à un enfant...**

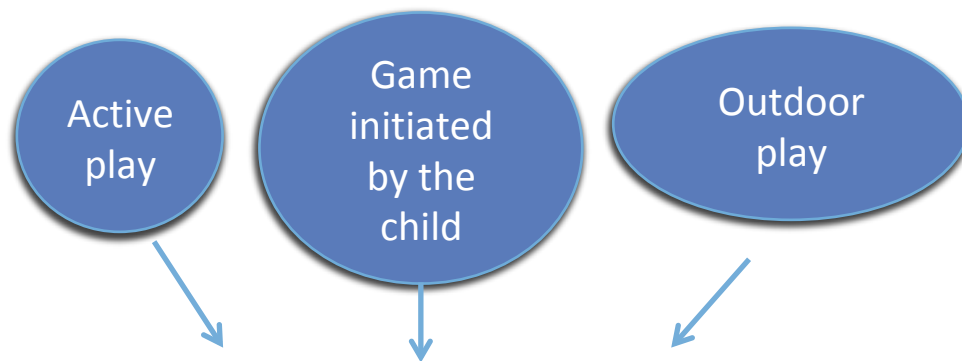
One does not teach a child to move...

Some questions

In our educational environments, have we failed to consider some *key issues* like:

- ... the free and active play, initiated by the child, on a daily basis ?
- ... the presence of natural elements in its environment ?
- ... access to unexpected discoveries ?
- ... outside as a place of education ?
- ... the need for the child to take risks ?

Motor development, the pillar of global development



... to promote freedom of movement, intensity and acquisition of basic motor skills

Provide a **supportive and stimulant environment** that challenges the child



Valuing the pleasure of moving and health as much as we care about safety

The importance of free play



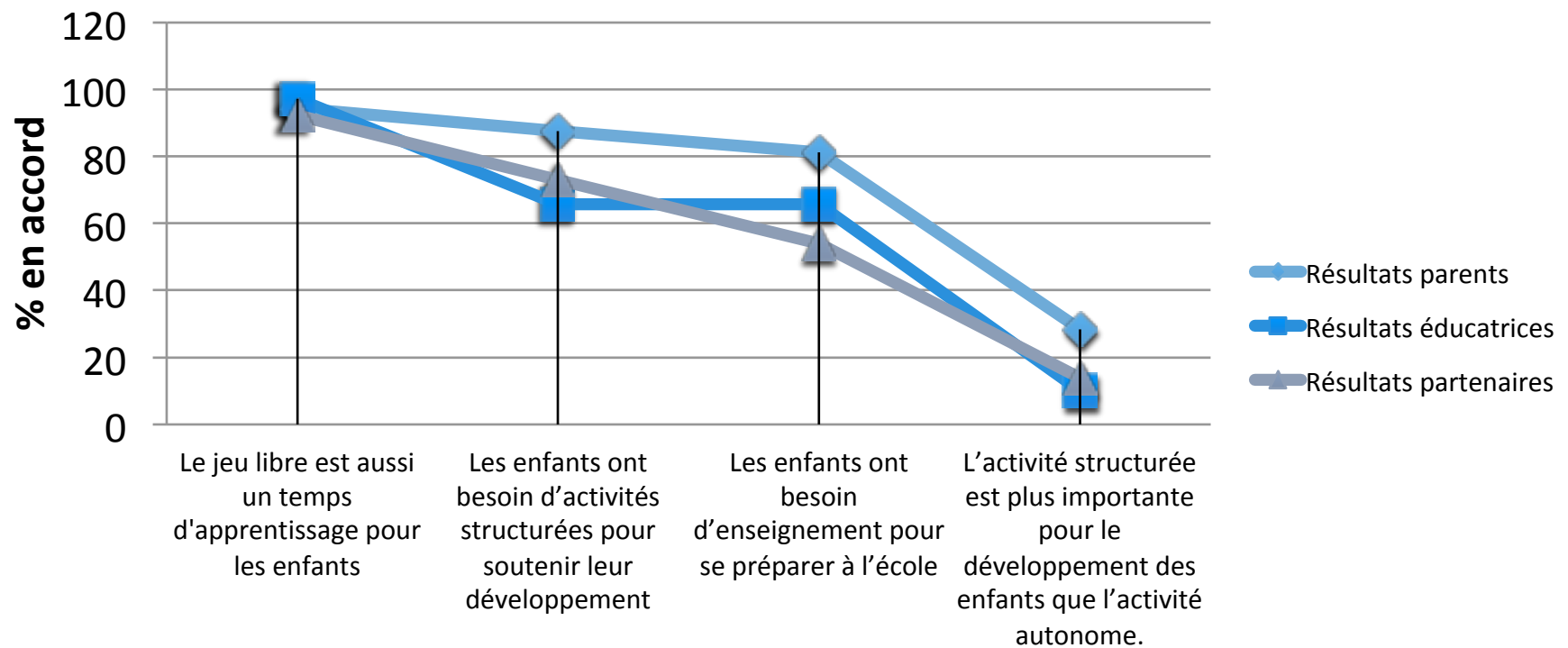
It is essential to consider the **time given to free play** in children's lives and **in daily life** in a community

Restore radiance to free play !

- Free play is necessarily « active »
- This is the one in which the child **engages most actively**, particularly in motor development
- It takes into consideration the emerging interests and skills of children
- It allows to acquire the rudimentary and fundamental motor skills, among others...
 - It **promotes intermediate movements** on the motor abilities: an essential phase in the acquisition of the movement !

Initiated by the child versus organized activity

Survey with the 6 pilot projects



The outdoors

- The best place to develop a healthy motor, to LIVE its motor skills. A great value learning place !
- The exterior offers to the child dimensions and progressive challenges that will intensify and allow him to make more complicated his games and his learning.



The body in movement and gestures



« Outside is the real thing ! »

« Com-prendre, c'est prendre AVEC [son corps] » : it goes through the body in movements and gestures ! »

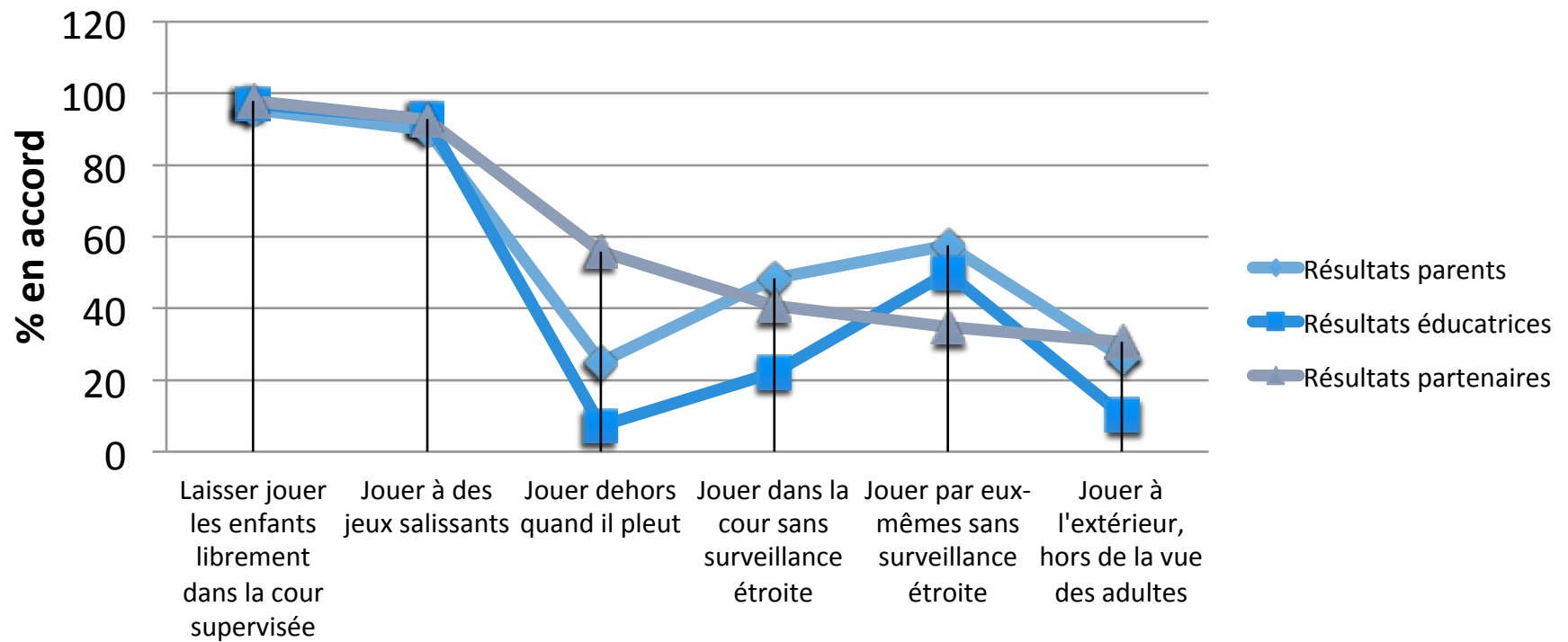
Louis Espinassous

The child constructs his understanding of the world, his knowledge through his body in movement and its gestures.

http://www.dailymotion.com/video/x2eceqw_157-louis-le-corps-en-mouvement-2015_school

Outside playing

Survey with the 6 pilot projects



The Adventurous Play

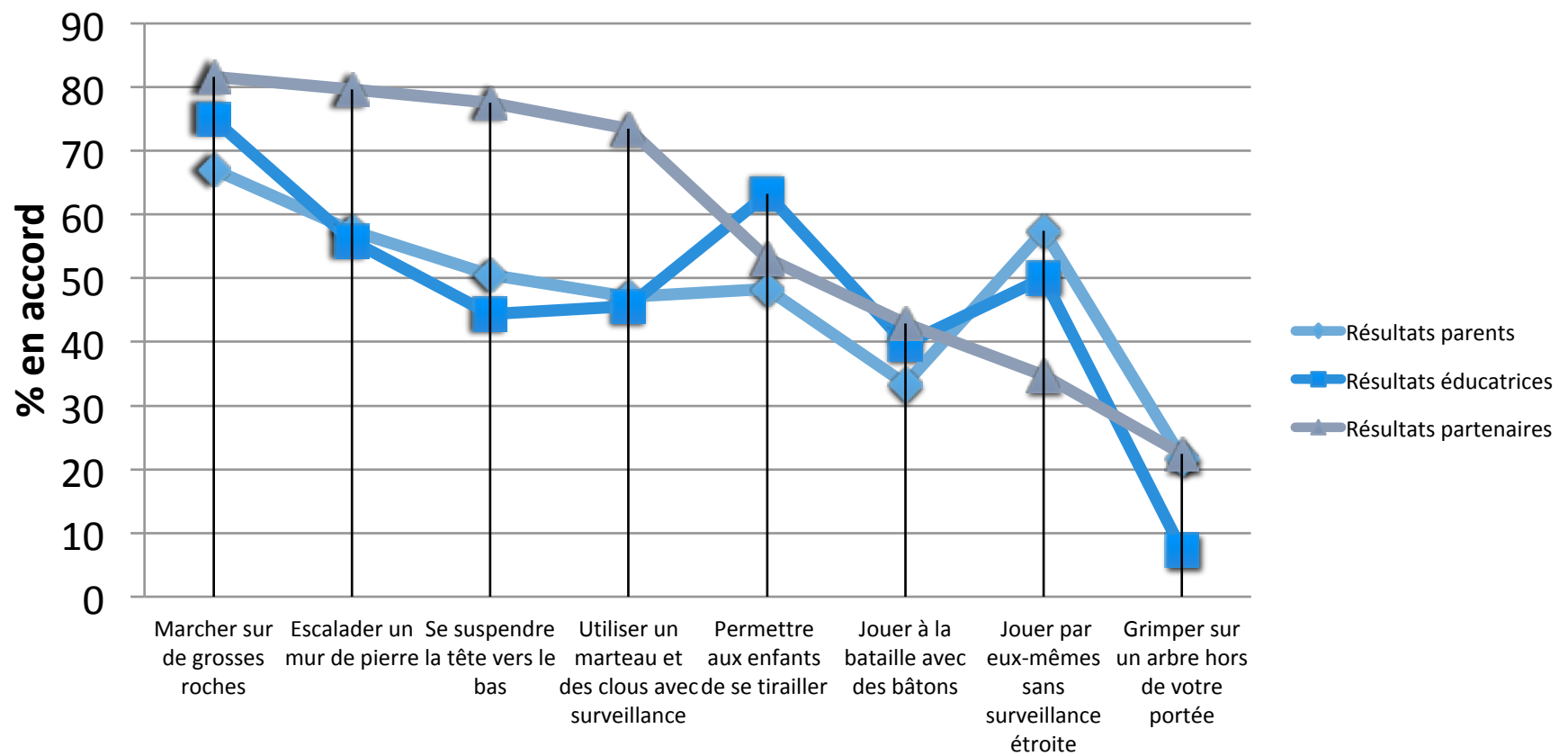
The « necessary » risk taking

- Freedom and diversity of movement
- Developing self-protection capability
- Developing « motor intelligence »
- Security develops with freedom of action



Taking risks

Survey with the 6 pilot projects



Phase 2 – *Conception d'espaces de jeu pour tous* The concept of the outdoors classroom

Since the child
is the first agent of his development

➤ acquires rudimentary movements (to turn, to raise his head, to crawl, to stand) and basic motor skills (throw, catch, roll...) : in this perspective, motor skills cannot be taught

It is important to provide the child with a safe outdoors environment that will be conducive to exploration, experimentation and mastery of his movements, by proposing challenges to his measure.



Regional resources training

Support and work in the field

- First : survey on perceptions
- After *Bouger c'est naturel* training (day 1 and day 2):
 - For the educational teams, for the partners, a conference with the parents of the CPE
- Observation of the environment and the children's play on the playspace (videos and POEMS rating scale)
- Workshop (6h) : « Provide a PLAYSPACE FOR ALL » at each *Implementation team*

New assessment tool for measuring the quality of the outdoors environment in child care

- The elements included in this outdoor environment measurement scale are designed to provide guidance to educators and managers who want to offer children a high quality program and a really outdoor learning environment (Outdoor classroom)
- Introduced 22 quality indicators

Safe access and welcoming entryway



The presence of natural features



Zone framework

Transition zone



Place for loose part



Skills that are exercised



Skills that are exercised



Skills that are exercised



Light and shadow...



Circulation



Regroupement des centres de la petite enfance de la Montérégie

Curriculum



The « real » and... the imaginary !



In all seasons

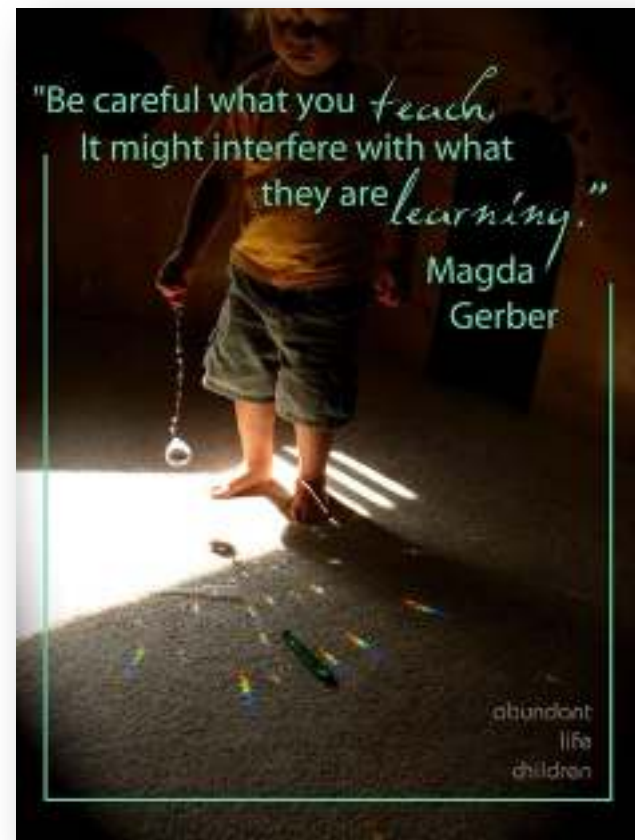


For all



Adult's role

- An accompanying posture
- A caring and thoughtful look



Adult's Role

Accompany and support

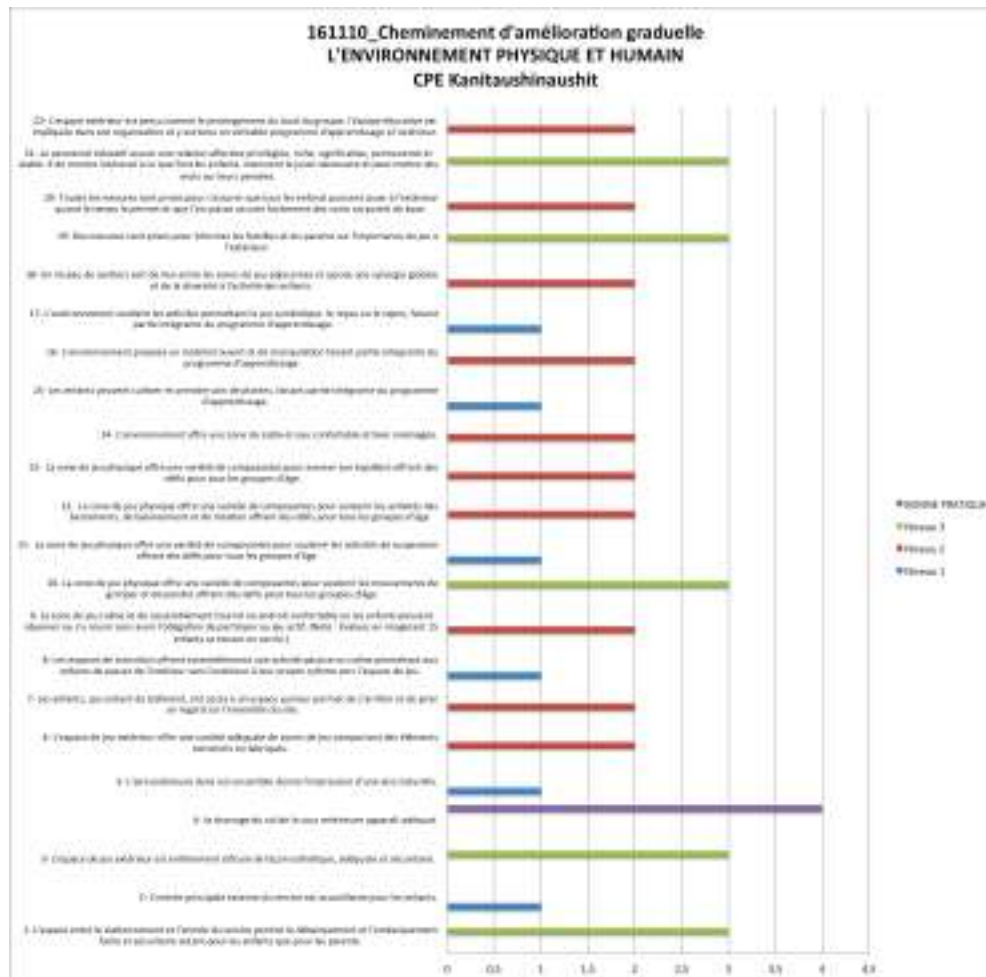
- Availability and attentive presence
- Actively observe.
- Welcome the child's initiatives, to follow up on them
- Reflect and enrich the environment
- Support by the word, propose courses of action, ask open-ended questions
- Suggest challenges and activities that reflect the emerging interests and skills of children
- Do not « place » the child in a motor position that he or she does not control
- Ensure its well-being and feed its pleasure to learn



Where and how they are playing

Where Do the Children Play
2016–2017

Report



Regroupement des centres de la petite enfance de la Montérégie

Workshop : « Provide a PLAYSPACE FOR ALL »



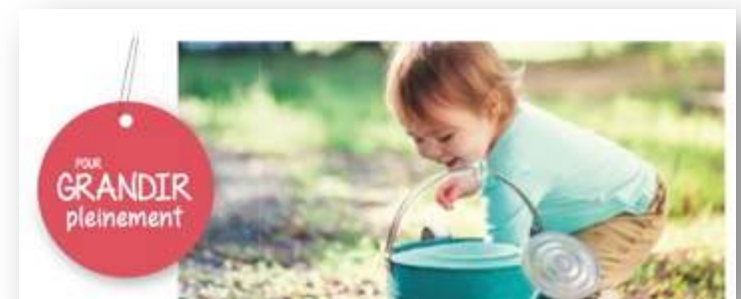
- 9-hour workshop
- Enabling a better understanding of the benefits of creating free play spaces that improve the health and well-being of children and a good place to live.
- Raising awareness of the necessary criteria to consider when designing a quality play environment.
- To illustrate these criteria through the concept of play areas set forth in the works of different authors

Family child care providers (RSG)

Move freely to grow fully in the backyard of the family environment

RBC Project for family childcare services (2016-2017)

- Training (6 hours) for coordinating office teams (BC) to support family child care providers (RSG) : enrich the backyard of a residential environment
 - Quality indicators
 - Loose parts



Family child care providers (RSG)



Move freely to grow fully in the backyard of the family environment

- ➔ 3 Coordinating offices
- ➔ 6 family child care providers (RSG)
- ➔ Workshop offered in 3 hours format and 6 hours to all coordinating offices



Projet Vive
l'activité physique
RBC

Chez Sylvie Gaucher BC Les Pommettes Rouges



The RCPÉM Newsletter

1001 Enabling environments



 *Infolettre du RCPÉM*
Regards sur la petite enfance



À savoir

Le Canada tout entier se prépare à célébrer la JOURNÉE DU MAILLOT, le 20 novembre prochain. Soulignant par le fait même la Journée internationale des droits de l'enfant, le RCPÉM invite ses membres, ses partenaires, les parents, les enfants, tous les citoyens à porter le maillot de leur équipe préférée ou le chandail de leur sport favori, afin que tous ensemble nous puissions démontrer l'importance d'un mode de vie physiquement actif. ce sera l'occasion d'afficher notre appui aux gens qui pratiquent des sports ou de activités physiques, en

<http://www.rcpem.com/actualites/inscription-a-infolettre>

Some references

- *Bouger c'est naturel*. Understand the child's movements to support him better. (RCPEM) – Livre, formation et conférences, démarche d'aménagement de la cour extérieure
<http://www.rcpem.com/saines-habitudes-vie/projets/bouger-naturel>
- À NOUS DE JOUER ! Table pour un mode de vie physiquement actif (TMVPA): downloadable brochure at:
<http://tmvpa.com/projets/developpement-moteur/>
- Cadre de référence du projet Espaces « Tant qu'il y aura des enfants » : downloadable document at
http://www.projetespaces.ca/uploads/AQLP_CadreReferenceParc_14Sept2015.pdf



Thank you for your participation !

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