



Dairylea Simple Fun Report

Free range kids: Why children need simple pleasures and everyday freedom, and what we can do about it

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1. Dairylea foreword

At Dairylea we believe it is actually the simplest things in life that give kids the most pleasure, so we commissioned the Dairylea Simple Fun Report to look at how childhood has changed and the value of taking a simpler approach to play.

The results were overwhelming. Parents have so much to juggle and worry about, and that's before they even get round to playtime. As a result, there is a generation growing up with little time and freedom to enjoy spontaneous play and fun and the simple pleasures in life.

That's why we're launching the Dairylea Campaign for Simple Fun, through which parents will be able to revive fun games and memories to share with their children.

Over the next six months we will introduce various initiatives to bring to life the simplest of pleasures. Facebook.com/Dairylea will become a forum dedicated to play where parents can share memories and child experts, such as Tim Gill, will host 'chats' on play.

We also realise that money can be a barrier, so parents will be in with a chance to win simple play prizes and we have also established three, monthly £4,000 prizes as part of the Dairylea Community Fund to go towards a community play project. Users of our forum can apply for the fund by posting their wishes for the money with the most deserving - judged by Tim Gill, a mummy blogger and the Dairylea team - winning it. The money can then be used for a variety of projects ranging from funding of playground equipment to after school activities.

We hope to inspire parents and those in the local community to rediscover 'simple fun'. Together, we can help each other make play fun and spontaneous again.

2. Tim Gill introduction

If children today could take a ride in a time machine, go back 30 years and observe the childhoods of their parents' generation, what would they see? When they first stepped out of the door and into a typical home, the first thing that would strike them would doubtless be the technology – or rather, the lack of it. With no consoles, no laptops, no mobile phones and, in all likelihood just a single household TV with only three channels to choose from, the 1980s might initially look like a very dull place indeed for today's tech-savvy, media-aware kids.

Now imagine that these time-travelling children were able to watch their 80s peers, not just for a moment or two, but for a few days or weeks. What would they notice? Friends would be calling round almost every day to play with toys or board games, or to head out for a kickabout in the park. There would be a rich culture of playground and outdoor games. Some, like tag or skipping, would be familiar to 21st century children. But others – British Bulldog, for example, or conkers – would seem exotic and mysterious. School would be different too, with fewer tests, more time for outdoor play and a more permissive ambience in the school playground.

As our young time-travellers' observations continued, they might well begin to ask themselves what they have lost compared to their parents' generation, as well as what they have gained. Life was less high-tech and glitzy, but it was also more sociable and freer from adult pressures, fears and anxieties.

Of course, society is very different today and it is easy for adults to look at our childhoods through rose-tinted, sepia-toned filters. Moreover, it would be wrong to say things have simply got worse for children. The truth is that children's lives have changed for the better in some ways, while becoming more challenging or difficult in others. The idea that there was a 'golden age' to grow up in is a myth.

Nonetheless, there is real value in looking at how childhood has changed over the years. And one change that is crystal clear is that children's lives have become more complicated. As a result, they may be missing out on some of the simple experiences and activities that make up a good childhood. The Dairylea Simple Fun Report takes a closer look at the way childhood has changed over the generations. Its findings, based on research across the UK with 1,000 children aged five to 11 and their parents, raise important questions about these changes and point to the value of taking a simpler approach to play.

This report sets out the study's findings in more detail and highlights how they fit with other studies and insights into family life. It starts with a close look at the views of children themselves, then explores the value of play as part of a good childhood, before shifting the focus onto parents. The final section looks at what parents, and society as a whole, can do in order to ensure that children have a healthy, balanced diet of childhood experience.

3. Children today need a more simple existence

3.1 Digital playtime?

Children today are completely immersed in technology. A recent survey of children aged five to 16 by the marketing firm Child Wise ¹ found that children in the UK watch an average of more than two and a half hours of television and spend an hour and 50 minutes online each day. The same survey found that almost two in three children have their own computer (62 per cent).

Findings from the Dairylea Simple Fun study also confirm the central place of technology in children's lives. Out of a list of 14 everyday play activities, playing on a computer console was the activity children did most often, while playing on a portable console came a close second, as did arts and crafts.

1. Playing games on a computer console – 62%
2. Playing games on a portable console – 56%
3. Playing on bikes or other wheeled toys – 45%
4. Playground games e.g. skipping, clapping – 38%
5. Playing with dolls, soldiers, robots etc. – 37%

Dairylea Simple Fun Report: Activities today's children take part in most regularly

Yet when children were asked what activities they would like to do more, it was not technological pursuits that topped the list. It was the simple pleasure of playing on bikes, scooters or skateboards, which was also the activity that parents said they did most often when they were young (see page 16). Other research supports the view that while children are spending a lot of time in front of screens, what they would most like to do given the chance is be outside more. Natural England ²found in 2009 that over 80 per cent of children would like more freedom to play outside.

"I like riding a bike outdoors because I can get some fresh air and it's better than being stuck in the house."
From Scotland, age 11

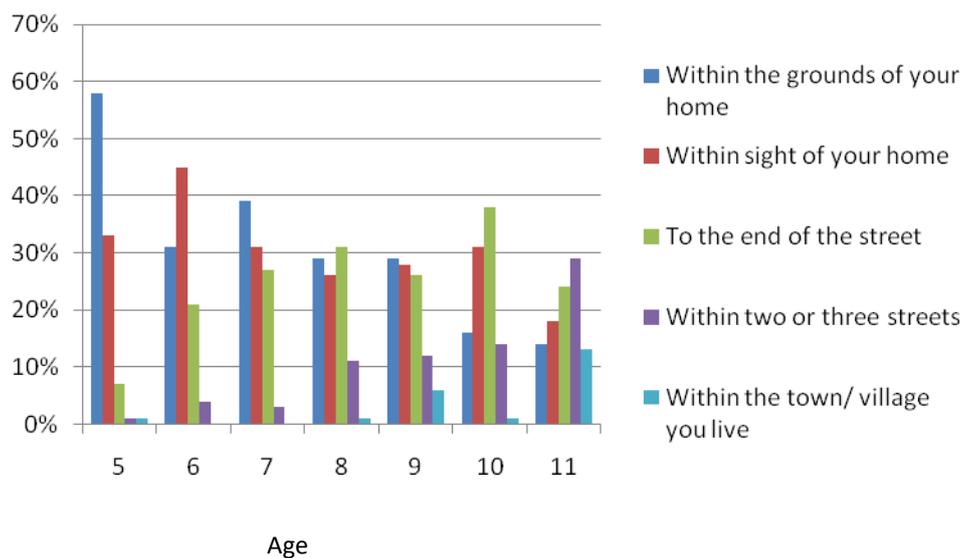
3.2 Out and about: play and everyday freedom

Most parents questioned for the Dairylea Simple Fun Report said that children lacked the freedom they had as a child (66 per cent). Fears over safety mean that more than half (57 per cent) of nine year olds are restricted to within sight of their home, with 29 per cent unable to venture out of the

grounds of their home. The contrast with parents' own childhoods is dramatic; 44 per cent of parents admitted to playing in secret dens in wooded areas and local parks when they were young (see page 11).

“There is a park with facilities but that is on the other side of the road and is not something I’m going to be letting them do (by themselves) for a long time.”
 Pauline, East Lothian

Dairylea Simple Fun Report: Distance allowed from home by age



Studies confirm a steady, significant decline in children’s everyday freedoms over the last 30 years or so. One major study found that in 1971, 87 per cent of eight-year-old children went to school on their own, but by 1990 this figure had fallen to just 11 per cent³.

Talk to any adult about their favourite places to play as children, and the chances are that they will recall places that are green and out of doors. By contrast, children today are losing contact with nature. The 2009 Natural England study found that only 10 per cent of children today play in natural places like woodlands, the rural countryside or heathland, compared to 40 per cent of adults when they were young⁴.

“We were out all the time playing. Your Mum would send you out with ham sandwiches and a bottle of lemonade and you wouldn’t come home for 4 or 5 hours, and it was a case of all the kids went out to play, and as soon as the street lights came on, everyone went home.”
 Karen, Woodford Green

3.3 Time for play?

More than half of children surveyed blamed home work and school activities for a lack of time to play (55 per cent). Parents also claim this is a factor in making their children's lives more complicated than their own. These parental worries are echoed by many in the education system. The Cambridge Primary Review, a major independent review into the primary curriculum published in 2009, found evidence of real concern amongst parents, teachers and others about the impact of testing⁵.

"The two main things that prevent my children from playing outside are the weather and homework commitments."
Mary, Kent

Studies also show that over the last two decades, the length of school breaks and lunchtimes has also fallen steadily⁶. The end result is that children today have far less time for play and socialising as part of the school day than in previous generations.

Schools are under growing pressure, so it may not be surprising that children today have less time for play during the school day. In any case, only a minority of children's free time is spent at school. Arguably it is when children are not bound by the constraints of the school day that their everyday freedoms come into question, , which is why it is time outside of school that is the focus of this report.

Why have children's lives become more technologically oriented, and why have their everyday freedoms declined? There is no simple answer to this question. It is partly a reflection of our intrinsic interest in what technology has to offer, especially in a consumer-oriented and information-hungry world. Yet the trend is also a result of wider changes in society. Smaller family sizes, larger, more comfortable homes and ever-growing levels of car ownership are leading many families to lead more indoor lifestyles. Patterns of family working are changing too, with parents working longer hours, children spending more time on homework and a greater need for formal childcare. Parents, like others, worry about crime and safety in streets, parks and public spaces. Given these changes, technology fills a gap for both adults and children, providing entertainment and stimulation, and also letting people keep in touch with friends and family without the need to see them face-to-face.

4. Play, everyday freedom and child development

4.1 *A serious business: the value and essence of play*

Experts in child development have long emphasised the importance of letting children explore and discover things for themselves. Children have an appetite for experience. They want to get to grips with the people, places and objects around them as they grow up. They learn much of what they need to get on in life not from being explicitly taught by anyone, but simply from what they see, hear and do for themselves. And amongst the most important processes for this learning is play⁷.

“We were out all the time, from dawn until dusk basically, playing football and other games and it wasn’t just one or two friends there would be dozens of us who all played football together.”
Kevin, Kent

Watching a young kitten or puppy at play, it is clear that playing is a serious business. The young of all higher mammals play, and the drive to play is a fundamental developmental impulse that helps the young of the species to practice and learn skills that will help them throughout life.

For humans too, play is a way of learning skills and competences that are vital for later life. It is no coincidence that our typical image of children’s play involves energetic, physical activity, coordination and social interaction. But children’s play is more complex than this image implies. There are parallels with animal play, but also differences. In children, play is not always boisterous. It is not always about physical activity. It can be solitary as well as social. And different children are engaged by very different things.

“(Our children don’t play with their friends) all that often. Both my husband and I work full-time so it depends on when one of us is at home, but we will have friends over and have play-dates.”
Pauline, East Lothian

What is it that connects the very different types of experience that come together in the idea of play? Experts agree that one key feature of play is freedom: freedom of choice, and also freedom of control. When children play freely – whether it’s building a den, playing keepy-uppy, pretending to be a princess, sliding as fast as they can down a slide, or simply lying on their backs on the ground looking for animal shapes in the clouds – they set their rules. They follow their own impulses and imaginations. So at the heart of children’s play is what are sometimes called ‘mastery experiences’, activities that give children a strong sense that they can make a difference and have an effect on the world. Experts argue that such experiences are important in building children’s confidence and self-esteem, and thus play a vital role in learning how to take responsibility and learn about the consequences of one’s actions.

4.2 *Play and risk*

Another key feature of children's play is that they have an urge to test themselves, push at boundaries and take risks. The child psychologist and TV presenter Tanya Byron argues that taking risks is a developmental imperative for children, that if children aren't allowed to take risks their learning and growth will be affected. Dr Amanda Gummer, a psychologist who advises the

"'Cotton wool' children are growing up without having been given the opportunity to learn how to assess risks. Children have to have bumps and scrapes to teach them what's safe and what's not."
Dr Amanda Gummer, psychologist

British Toy and Hobby Association, agrees and has talked at length about children brought up 'in cotton wool', when they need boisterous play. Concern about the overprotection of children has even emerged from the Government's Health and Safety Executive, seen by many as part of the problem.

Of course, this does not mean that children should be allowed to behave in any way they like, or put themselves or others in serious danger. Children need boundaries and rules. But we cannot, and should not, try to remove all risk from children's lives, and we should not be surprised when

"If the next generation enter the workplace having been protected from all risk they will not be so much risk averse as completely risk naive."
Judith Hackitt, HSE Chair

sometimes, children do not do exactly as we tell them to. It is by testing boundaries and taking risks that children come to understand the complex rules that shape the ways we get along with each other. Parents, teachers and others need to use their common sense and take a balanced, thoughtful approach.

4.3 *The value of playing out of doors and in nature*

Outdoor spaces are often intrinsically attractive places for play. They give children more opportunities to run around, test themselves, explore and have mini-adventures. Studies show that parents want their children to be able to get out of doors more. For instance, the 2009 Natural England study⁸ found that 85 per cent of parents who responded would like their children to be able to play in natural spaces unsupervised.

Natural environments can be particularly exciting and adventurous locations, and hold a special place in the lives of many people. What is more, there is growing evidence that spending time in green spaces brings real benefits to health and well-being – for adults and children. One series of American studies⁹ have suggested that simply spending time walking in local green space can improve the concentration of children with Attention-Deficit Hyperactivity Disorder (ADHD) and

reduce their symptoms. Other studies suggest that natural environments have restorative qualities, helping children to bounce back from everyday stresses and strains.

1. Local park or play area – 26%
 2. The street – 23%
 3. A secret outdoor den or wooded area – 18%
 4. Garden – 13%
 5. Bedroom – 10%
- Dairylea Simple Fun Report: Top five favourite places parents played as a child

4.4 *Why the box is sometimes more fun than what's inside it*

There is no denying that children find hi-tech toys and gadgets engaging and absorbing. And there is a place for technology, as part of a balanced diet of childhood play. Computer games and consoles are becoming ever more sophisticated, with some of the latest hardware and software developments opening up new creative possibilities. Yet playing with more simple everyday objects found around the home can also allow children to transform themselves and their surroundings into any number of imaginary places, creatures and people. And unlike many computer games, the rules are entirely in the hands of children themselves.

Play experts use the term 'loose materials' to describe everyday objects that are open to being built, transformed and rearranged in the course of children's play. The value of this kind of play is that it gives rise to open-ended projects and flights of fancy that foster lively, flexible, adaptive thinking and responses. Creativity and flexibility are likely to be increasingly important in a fast-changing world where many of the jobs and careers that children today will be doing have not even been thought of yet.

4.5 *Time with friends: The importance of friendship and peer relationships*

Human beings are social creatures. We have a basic drive to be with other people that can be seen from the earliest age. For children, spending time playing and interacting with other children gives them the chance to learn how to get along, how to work together and how to sort out disagreements and differences. Through the experience of having positive friendships and peer relationships, children build coping mechanisms that help them to overcome everyday setbacks and obstacles throughout their lives¹⁰.

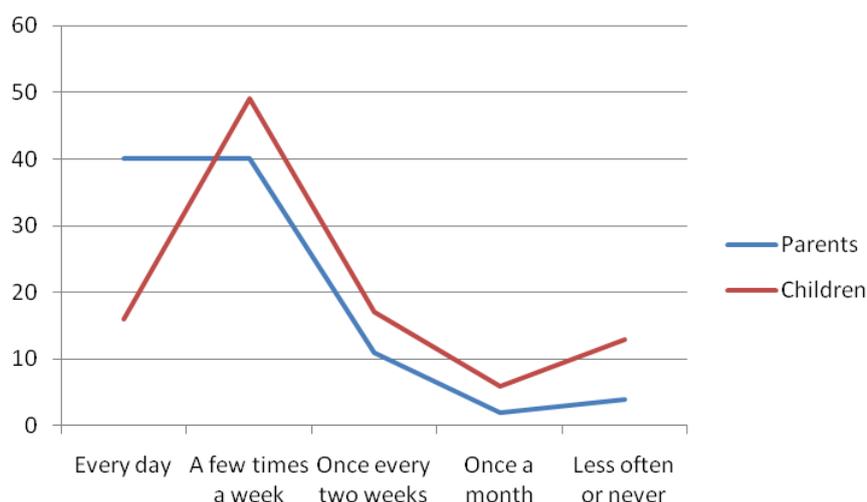
“They don’t seem to have access to many friends now. If they see their friends more often then their communication skills and personal skills are better, and I think not playing with friends as often as they should, means they can miss out on developing those skills.”
 Ateka, Swindon

We all know the value of having friends whose triumphs and tragedies we can share and who are there when we need them. Children too take huge pleasure in the time they spend with their friends. The Dairy Lea Simple Fun study found that friends were important to children, with over 60 per cent saying their favourite playmate was a friend of a similar age. By comparison, less than 20 per cent chose one or other parent. The study also showed that today’s children have less contact with their friends than in the past. Only 16 per cent of children played with friends every day outside school; for their parents, the figure was 40 per cent.

(Friends) are better company than my brother!
 I like playing with my friends because we like doing the same things together.
 From Devon, age 7

I don’t like playing with (my parents) because my friends understand me properly, and grown ups don’t.
 From East Lothian, age 8

Dairy Lea Simple Fun Report: Frequency of playing with friends for today’s children and their parents when they were young.



Some children have very limited opportunities to see their friends outside the playground, especially when compared with previous generations. Of the Dairy Lea Simple Fun Report sample, over a third of children (36 per cent) said they only played with friends once every 2 weeks or less outside school. By comparison, 80% of parents saw their friends a few times a week or more, compared to today’s children.

5. Parenting in the 21st century

5.1 *The changing role of being a parent*

Every parent wants the best for their children. Parents know that a key part of their role is to help their children grow up to be confident, responsible people who can deal with the everyday ups and downs of life. The pressures of 21st century life are not making it any easier for parents to do this job.

5.2 *A new parental norm: the controlling parent*

“I was certainly free to roam around a lot more (than my child now), so I think we had more adventures, either at the seaside or out in the forest.”

Pauline, East Lothian

Societal changes mean that parents today are expected to watch over their children to a far greater extent than in the past, even though they have less time to do so than previous generations. One study found that parents today spend over four times as much time supervising their children than they did in 1975. Some parents feel under pressure to control and oversee every waking moment of their children’s lives. This is a norm of parenting that would have seemed all but incomprehensible to parents even twenty or thirty years ago.

Parents also feel under pressure to play with their children. Almost half of those questioned for the Dairylea study thought they should play with their children every day. About 20 per cent of children say their parents actually do play with them every day (although there is no sign that children are feeling deprived – remember that for them, the best playmate is another child). These findings are in striking contrast with parents’ own childhoods, only one in ten parents said that, as children, they played with their own parents every day.

5.3 *Two related worries for parents: technology and commercialisation*

The Dairylea Simple Fun Report reveals high levels of unease amongst parents about children’s digital, multi-media lives, with nearly 60 per cent worried about the amount of time their children spend in front of screens. Even more, 84 per cent, agreed with the statement that childhood is more complicated than it was. And the single biggest factor, cited by over three-quarters of those who agreed, was technology.

5.4 *The fear factor: why the media has a growing influence*

The media is a key factor that shapes parents’ views about how safe things are for their children. Studies have shown that the media exerts a strong influence over people’s perceptions of danger. What is more, the way the media reports crimes and tragedies may have the effect of increasing our

fears and anxieties. One study of newspaper journalism showed that in recent years, reporting of violent crimes has become more emotive, with journalists more likely to portray such events as symptomatic of a society in decline. Such changes are likely to fuel parents' worries, even though serious crimes involving children are incredibly rare (and rarer today than at any time in the last fifty years).

5.5 *The internet: help or hindrance?*

Technology is creating new ways for people to get in touch with each other and has given rise to new online social lives. Yet in some respects parents today are more isolated than in previous generations. They may live further away from family support, they tend to have longer working days and families may not know their neighbours very well. Some of the most valuable forms of everyday support, such as help with informal childcare, are in short supply.

"If they (my children) are communicating solely online then you are not going to get the face-to-face interaction and get a feeling for how the other person is, because I think there is very little emotion transmitted. If you are sitting in that person's company then you understand so much more."
Colin, Scotland

New technology also gives today's parents access to huge amounts of information, advice and expertise, far higher than in the past. But this can be a mixed blessing. When a single term typed into a search engine throws up millions of hits, the result can be information overload. An army of academics, celebrities and politicians is on hand for advice. While each may be well-meaning, taken as a whole the sheer volume of material can leave parents under-confident and confused.

6. Rediscovering the simple pleasures of childhood

6.1 How to provide a balanced diet of play

Looking at what children and parents have been saying about play, it is clear that children want more time with friends and out of doors, while parents feel under pressure to oversee children, and both parents and children express some reservations about the over-use of technology. Parents and children also agree that more outdoor play makes for a better childhood⁹. In the Dairylea Simple Fun study, playing on bikes and other wheeled toys was the most popular childhood play activity amongst parents, and also the activity that today's children would most like to do more often

| What children want to play more often | Parents activity as a child |
|---|---|
| 1. Playing on bikes or other wheeled toys (54%) | 1. Playing on bikes or other wheeled toys (61%) |
| 2. Playing on a computer console (52%) | 2. Playground games e.g. skipping, clapping (53%) |
| 3. Arts and craft (49%) | 3. Board games (50%) |
| 4. Playing games on a portable console (44%) | 4. Hide and seek (49%) |
| 5. Board games (37%) | 5. Arts and craft (44%) 5. Playing with dolls, soldiers, robots etc. (44%) |

How can parents give their children a better diet of childhood experience? Each family is different. This report is not about telling parents how to do their job. But there are some steps that families can consider taking. One is to find out more about the outdoor spaces that are close to hand, where visits can be fitted into a busy routine and where, as they grow up, children may eventually be able to travel on their own. Outdoor play-dates are a good idea too; visiting with groups of children will be more fun, and parents can share the job of supervision. Even at home, there are opportunities for expanding the play options, for instance by providing 'loose materials' like boxes, sheets, old clothing and everyday household items for children to play with.

6.2 Taking a balanced approach to risk

Playing outdoors gives children the chance to test themselves and learn how to manage risks. Different parents have different views on what is right for their children, some parents are more adventurous than others and the same is true of children. There is no 'one size fits all' answer to questions about the right levels of freedom or responsibility for a child. Thankfully, parents who are

trying to take a thoughtful, balanced approach are finding that the debate is becoming healthier and the norms of parenting are loosening.

“As they get older I would like them to be able to go to the park just so they learn negotiation and taking turns, and dealing with life in the next stage up.”

Pauline, East Lothian

In June 2010, a family in South London found themselves at the centre of a media storm for letting their children cycle to school on their own. The parents, Oliver and Gillian Schonrock, felt that their children (aged 5 ½ and 8) were ready and able to take on the responsibility, but their school threatened to report them to social workers on child protection grounds. The Schonrock’s actions prompted widespread debate and divided public opinion. But what is beyond dispute is that they reflect a growing view that society’s emphasis on keeping children safe at all costs has gone too far.

Indeed the signs are that society has reached a tipping point around children’s everyday freedoms, even during school time. A survey by the charity Play England and the British Toy and Hobby Association found that almost three-quarters of parents think that playtime in school playgrounds has become too influenced by health and safety concerns.

6.3 Information and ideas for getting out

There are ever more sources of information and ideas for outdoor play. Many council websites now have good information about local parks, play areas and nature reserves. The National Trust is one organisation that has become much more welcoming of children and families in recent years. For instance, at Box Hill in Kent, the Trust has built a natural play trail of adventurous structures that aims to entice children to explore the woods. The Forestry Commission, which owns hundreds of thousands of acres of the UK’s woodlands, has also taken the lead in encouraging children and families to visit and enjoy the great outdoors.

One source of ideas is the book and website ‘Mission: Explore’. These resources were created by a group of geography teachers to give children ideas for fun, open-ended ‘missions’ that they can carry out in their own neighbourhood.

6.4 Helping parents help each other

These sources of ideas are good news for parents that want support in giving their children a better diet of play and fun activities. But parents know their children best. And parents are often the best

source of advice and ideas about what works for families. The success of blogs and websites such as mumsnet and netmums shows that parents value the chance to share their experiences. This helps to break down their isolation, allowing them to take a more informed view of the advice of experts, politicians and the media.

“Nowadays people don’t socialise as much and you don’t get a group of friends living on an estate like they used to. It used to be that my mum would meet up with her friends from the estate every weekend.... And they would chat about what the kids had been up to that day and whether someone has done something wrong.”
David, Cumbria

Dairylea plan to recognise and build on the wisdom and good sense of parents. Through the ‘Campaign for Simple Fun’ initiatives will be organised to bring to life the simplest of pleasures. Facebook.com/Dairylea will become a forum dedicated to play where parents can share memories, win simple play prizes, apply for three monthly £4,000 prizes for the local community as part of the Dairylea Community Fund and child experts will host ‘chats’ on play.

6.5 We all have a role to play in giving children a good diet of childhood experience

The job of giving children rounded opportunities and experiences in their play and free time cannot be left to parents alone. Looking back at the childhoods of previous generations, it is clear that parents were helped by having neighbours, communities and local services that let them feel comfortable about allowing their children a degree of everyday freedom.

If children are to rediscover simple pleasures like spending time out of doors with their friends, society as a whole needs to change. Crucially, we need to accept that being a good parent does not mean being a controlling parent. Neighbours, schools, the police, politicians and the media need to be more understanding of the difficult balancing act that parents have to make.

How to introduce simple fun

1. Remember your own childhood – what you liked doing, where and who with – and remind yourself why those experiences mattered to you.
2. Try to take a balanced, thoughtful approach to risk and supervision. Encourage your children to try things out for themselves, to decide for themselves what they are capable of, and to sort out their arguments and disputes whenever they can.
3. Look out for opportunities to give your children ‘everyday adventures’ and simple pleasures that feed their imaginations, and their appetite for freedom and responsibility. Find local outdoor spaces – parks, nature areas, woodlands - that you can get to easily and regularly. At home, give your children the chance to play with ‘loose materials’ such as boxes, old clothing, household items - that encourage open-ended, flexible activities and games.
4. Help your children to spend more time together with their friends, and when they do, practice giving them a little more freedom and control over what they do. Try to make play dates less structured and more fun.
5. Won't worry too much about mess, mud or dirt - that's what vacuum cleaners and washing machines are for.
6. Visit [Facebook.com/DairyLea](https://www.facebook.com/DairyLea) to share tips with other parents on integrating simple pleasures into daily life and to find out more from childhood experts.

8. Appendix

Quantitative and qualitative research was conducted by Redshift in February and March 2011. For the quantitative research, 1,000 children and 1,000 adults from throughout the UK were questioned.

¹ "Children's screen habits revealed", BBC website 1 Feb 2011. URL: <http://www.bbc.co.uk/news/education-12334962>. Accessed 18 Mar 2011

² England Marketing (2009) *Report to Natural England on Childhood and Nature: A survey on changing relationships with nature across generations*

³ M. Hillman, J. Adams and J. Whitelegg (1993) *One False Move: A study of children's independent mobility*

⁴ England Marketing (2009) *Report to Natural England on Childhood and Nature: A survey on changing relationships with nature across generations*

⁵ R Alexander et al (2009) *Children, their World, their Education: Final Report and Recommendations of the Cambridge Primary Review*

⁶ P. Blatchford and A. Pellegrini (2000) *The Child at School: Interactions with peers and teachers*; P Blatchford and E Baines (2006) *A Follow Up National Survey of Breaktimes in Primary and Secondary Schools*, The Nuffield Foundation

⁷ American Association of Pediatrics (2006) *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds*
<http://www.aap.org/pressroom/playFINAL.pdf>

⁸ England Marketing (2009) *Report to Natural England on Childhood and Nature: A survey on changing relationships with nature across generations*

⁹ A Faber Taylor & F Kuo (2009) 'Children With Attention Deficits Concentrate Better After Walk in the Park', *Journal of Attention Disorders*, Vol. 12, No. 5., pp. 402-409

¹⁰ A Masten (2001) 'Ordinary Magic: Resilience processes in development', *American Psychologist* Vol. 56, No. 3, 227-238

⁹ Supported by:

- England Marketing (2009) *Report to Natural England on Childhood and Nature: A survey on changing relationships with nature across generations*. 85 % of parents would like their children to be able to play in natural spaces unsupervised.
- Survey for Playday 2006. 80 % of children prefer playing out of doors to playing inside: http://www.playday.org.uk/playday_campaigns/2006_play_naturally.aspx
- 2003 report for the Heritage Lottery Fund. 86% of parents (with young children aged 11 and under) said that on a nice day their children would prefer to go to the park than watch TV (cited in Worpole K (2004) *No Particular Place to Go? Children, Young People and Public Space*).
- The American Association of Pediatrics - one of the world's leading authorities on child health - produced a report on play in 2006. It stated that play was "essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth." <http://www.aap.org/pressroom/playFINAL.pdf>