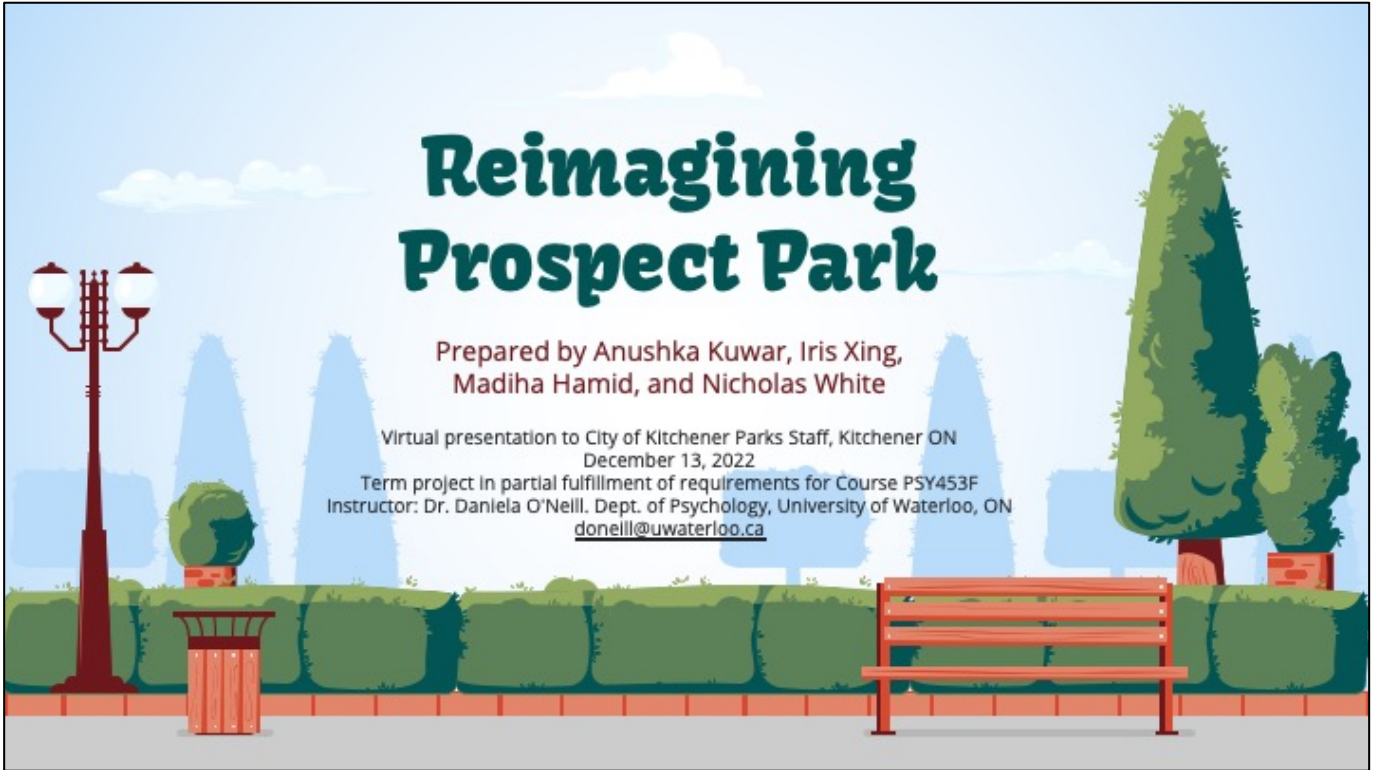


Reimagining Prospect Park

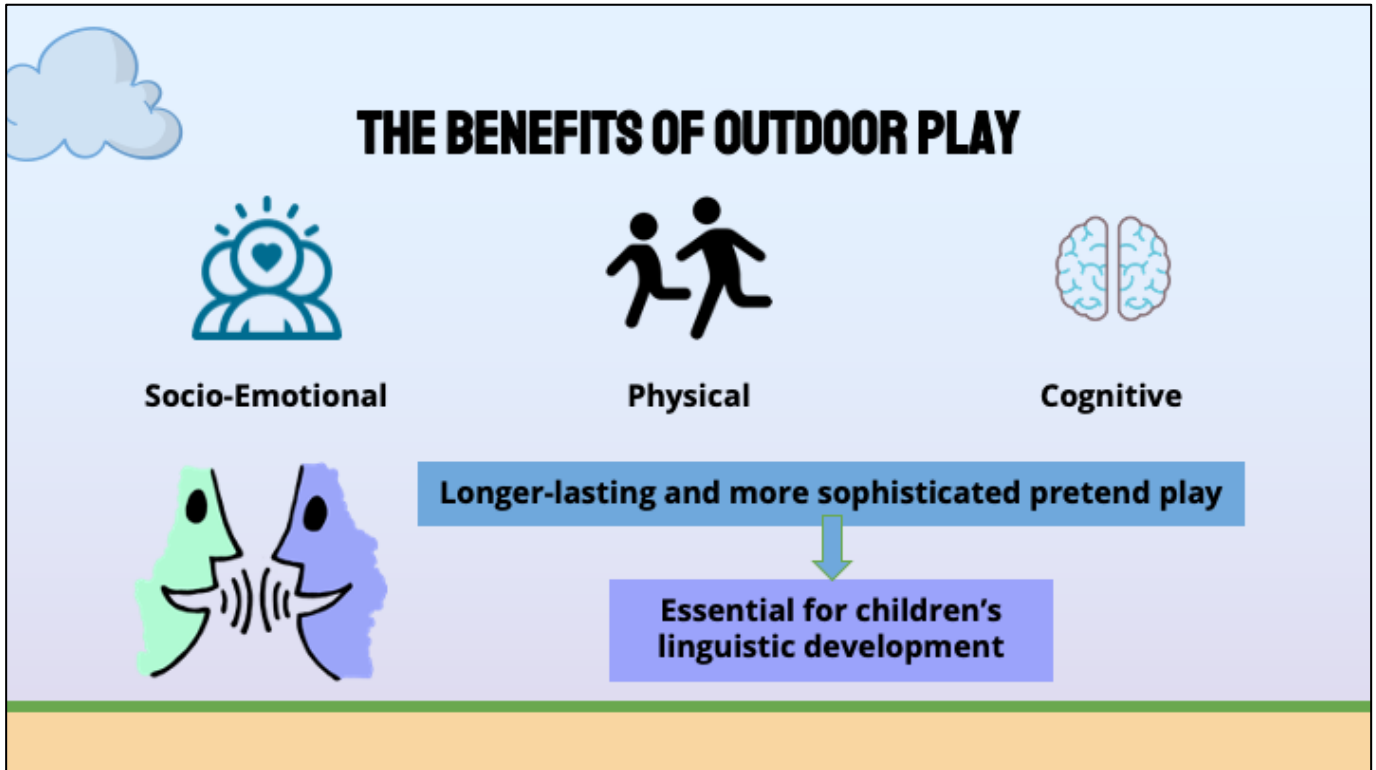
Prepared by Anushka Kuwar, Iris Xing,
Madiha Hamid, and Nicholas White

Virtual presentation to City of Kitchener Parks Staff, Kitchener ON
December 13, 2022

Term project in partial fulfillment of requirements for Course PSY453F
Instructor: Dr. Daniela O'Neill, Dept. of Psychology, University of Waterloo, ON
donell@uwaterloo.ca



Today we will be sharing our recommendations for the redevelopment of Prospect Park.

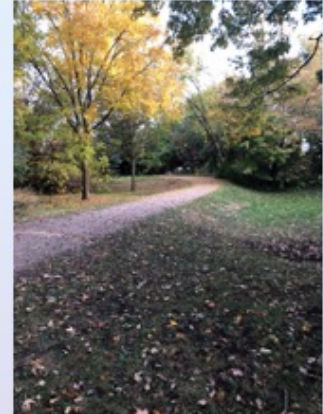


The environments in which children play have an impact on them and the quality of their play (Wallin, 2019). It is crucial to consider not only venues like the classroom, but also outdoor spaces where children frequently visit (Wallin, 2019). Children benefit from unstructured play in natural settings on a social-emotional, physical, and cognitive level (Wallin, 2019). Outdoor environments also significantly contribute to longer-lasting and more sophisticated pretend play that is essential for children's linguistic development (Wallin, 2019).



PROSPECT PARK

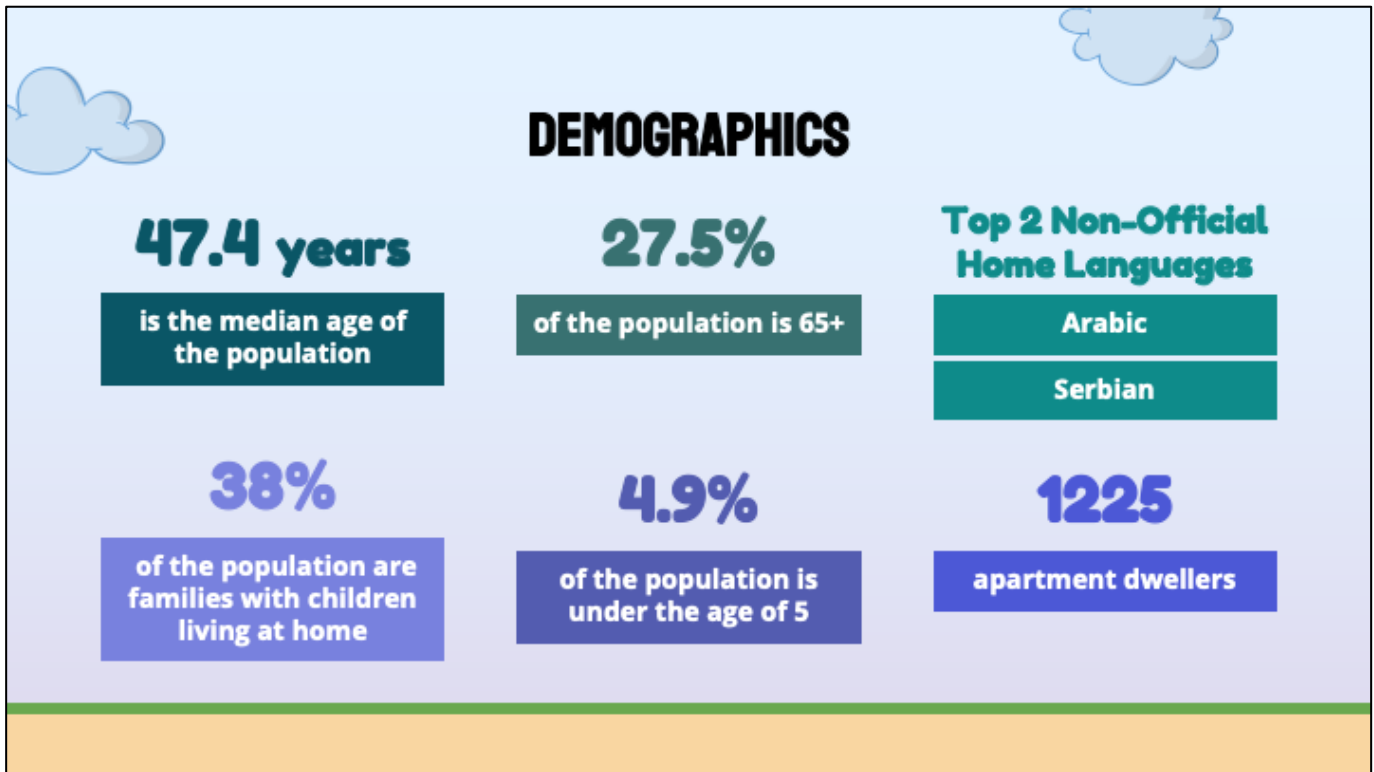
Retaining the natural surroundings of the area as much as possible



Images of Prospect Park taken by Daniela O'Neill (2022)

As a result, with the redevelopment of Prospect Park, we hope to offer recommendations for the inclusion of new elements that would promote various aspects of play that would be important for children's language development. In addition to this, we wanted to add features that would benefit not only the park's young visitors but also the broader community.

To accomplish this goal, we made the decision to construct the park around the idea of preserving the local environment as much as possible. By doing so, we would be able to maximize the affordance (i.e., the different uses each material can serve) of the numerous inclusions we proposed, ensure that the park can be widely enjoyed by a large number of individuals in the neighbourhood, and preserve wildlife habitats in the vicinity (Wallin, 2019).



Prior to selecting specific features, we wanted to take into account the demographics of the area in which the park is situated. According to demographic data, the median age of the neighbourhood is approximately 47.4 years and that a sizeable proportion of the population is 65 years of age or older (Stanley Park, n.d.). The region's demographics also indicate that Arabic and Serbian are the top two non-official home languages (City of Kitchener, 2019). Moreover, roughly 38% of people in the neighbourhood are families with children living at home and less than 5% of the population is under the age of five (Stanley Park, n.d.). A final consideration is the fact that a substantial number of residents live in apartment-style residences (City of Kitchener, 2019).

This final datapoint is especially crucial as it makes the park's role as a "third space" for individuals in the community much more apparent (Butler & Diaz, 2016). Third places are thought to be spaces outside of a person's home and their workplace that serve as meeting places for individuals to discuss issues, have fun, and form bonds, thereby enhancing the sense of community felt by residents of a location (Butler & Diaz, 2016). Such a space is particularly important for the elderly due to their heightened risk of experiencing social isolation (Butler & Diaz, 2016). Given the

sizeable elderly population in the area, the design of the park as a third space was carefully considered.

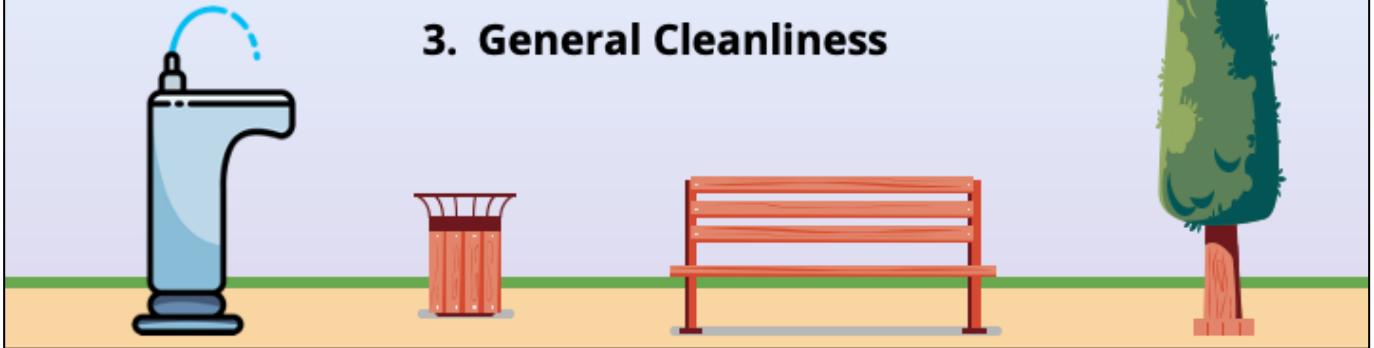


In light of this demographic information, it would be necessary to consider several factors that would create a pleasant third space for members of the community. Highlighted above is a picture of our proposed park design.

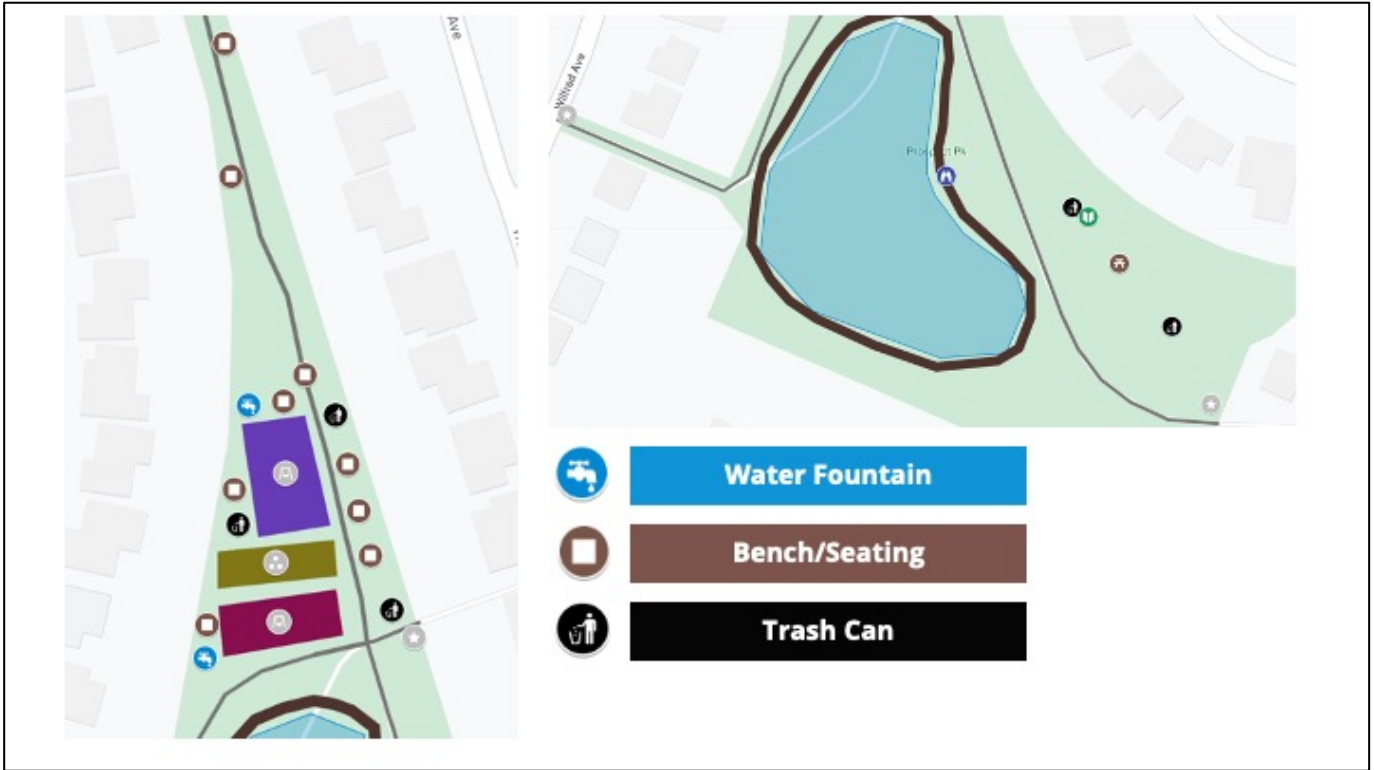
We decided to incorporate seating and picnic tables in the lower section of the park to offer open spaces for residents to gather and connect with fellow community members. This might encourage more regular trips by visitors to Prospect Park as well as decrease the sense of social isolation experienced by residents in apartment-style dwellings and older adults.

PREFERENCES OF PARENTS AND GUARDIANS

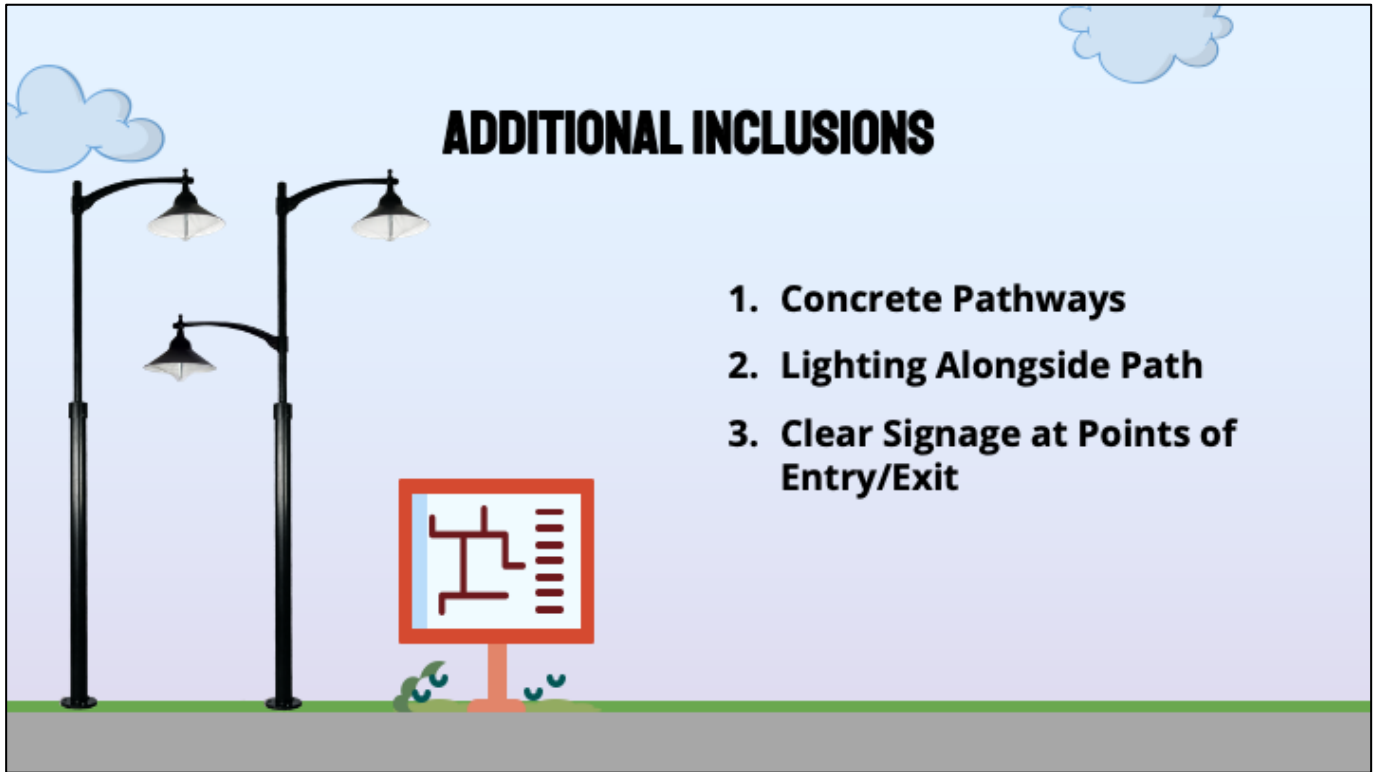
- 1. Hydration Amenities**
- 2. Ample Shade**
- 3. General Cleanliness**



In addition, we wanted to consider additional features that might affect the experience of parents and guardians when visiting the park. For instance, the preferences of parents and guardians are crucial factors in influencing their decision to visit certain parks, and some such factors have been found to be hydration amenities, ample shade, and general cleanliness (Tucker et al., 2007).



These factors were taken into account when designing the park, as evidenced by the placement of water fountains close to the playgrounds, the positioning of multiple benches in shaded areas within the park, and the inclusion of trash cans to help keep the park cleaner.



The construction of safe and accessible routes through the park was another factor taken into consideration. This was addressed by including concrete pathways that would connect each entrance/exit to all of the key structures and sections of the park. In addition, in order to ensure sufficient visibility for visitors at night, lights would also be put alongside the path. Lastly, to prevent visitors from getting lost, there would be clear signage posted at the park's main entrances and any places where the path would divide into different directions.

STORMWATER POND



Boardwalk and viewing platform.



Educational signage to learn more about the local species.

The park's final logistical consideration was how to best utilize the stormwater pond. We made the decision to build a boardwalk along the pond to allow visitors to enjoy an additional area of outdoor space that is more immersed in nature. Educational signage and a viewing platform would also be incorporated so that visitors could learn more about the local species residing in the area. Additionally, there would be images of the animals on the signage to encourage parents to engage in conversation with their children about the animals. These elements additionally serve as opportunities for park visitors to engage in learning and language development as they discuss the information posted on the signs.

Image Sources

Left: Sumi, G. (2020). **Plants and trees line a bridge in**

Corktown Common [Online

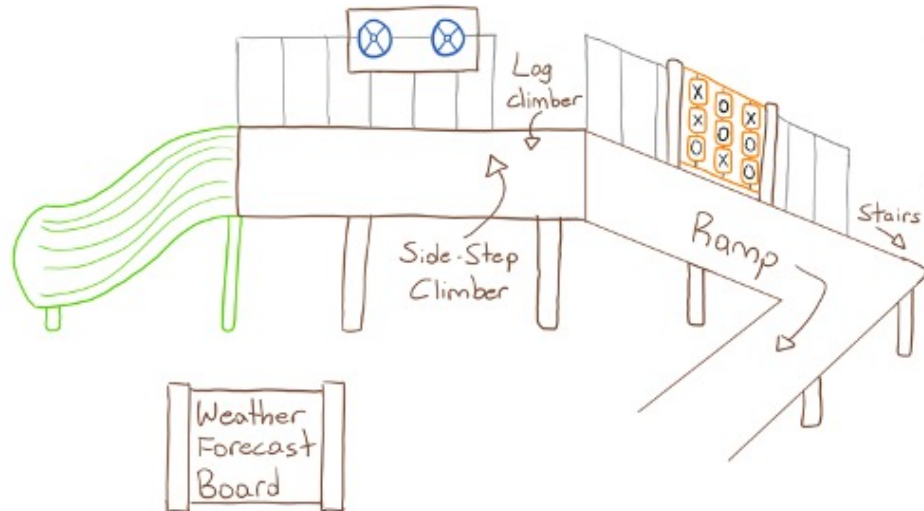
image]. Now Magazine.

<https://nowtoronto.com/lifestyle/health/pandemic-walk-corktown-common>

Right: Migration rest stop [Online image]. Village of Riverhurst.

<https://www.riverhurst.ca/signage>

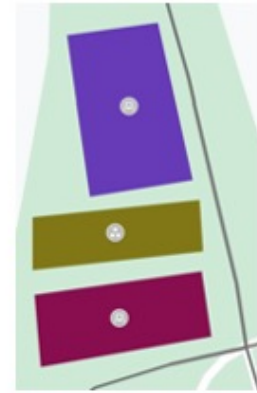
YOUNG CHILD STRUCTURE



Playground for Older Children

Intermediate Area

Playground for Younger Children



For the playground area of the park, we propose two separate play structures. One will be for older children and one for younger children. Both structures have a natural playscape aesthetic and a focus on climbing. Throughout the playground, the difficulty of the climbers and activities increases as you move toward the older children's play structure. This provides developmentally appropriate challenges for children regardless of age, which will increase their engagement with the park (Fumagalli et al., 2020). A great play structure should provide many opportunities for children to enjoy themselves. Engaging in physical activity, pretend play, and cooperating with others are all very important. These ideas have been incorporated to ensure that this is a place where children have fun and want to come back to. The following is a description of key features of the play structure designed for younger children.

ACCESSIBILITY



- Different levels of difficulty
- Accessibility ramp with gentle slope

It is to be located at the lower elevation area near the top of the park. Residing a few feet off the ground, it provides a safe, fun area for children to explore. To reach the main deck of the structure, there are three access points that scale in difficulty. Scaffolding the difficulty in this park is a key focus, as scaffolding allows the child to regulate their own challenge thus maintaining higher attention and motivation (Fumagalli et al., 2020). The simplest way to access the main deck is an accessibility ramp. Every child needs to be thought about, and therefore this long, gently sloping ramp is excellent for those requiring a wheelchair, other accessibility-related modes of transport, or for children who may be too timid to attempt a different way of accessing the structure (Parker & Al-Maiyah, 2022)

Image source:

***Wheelchair Ramps.* (n.d.). Playworld.**

Retrieved from

<https://playworld.com/products/wheelchair-ramps>.



The other access points scale in difficulty to a moderate level, and to a challenging level for this younger age group. An elevated log climber offers an engaging and fun opportunity while being similar in concept and difficulty to stairs. A level above this is a side-step climber. This allows young children to engage their hands and feet to climb in a safe way they may never have before.

Image sources

Left: *Side step climber*. LTC. (2020, November 5). Retrieved from <https://littletikescommercial.com/product/side-step-climber/?lang=can>

Right: *Log Stepper*. (n.d.). Landscape Structures. Retrieved from <https://www.playlsi.com/en/commercial-playground-equipment/playground-components/log-stepper1/>.

DOUBLE WIDE SLIDE



Once the child has made it onto the deck of the structure, the main focal point will be a double-wide slide at the end opposite to accessibility ramp. This extra-wide slide promotes cooperative play and provides the opportunity for friends, siblings, or even a parent and child to go down together. In preschool-aged children, back-and-forth communication with others, especially adults, supports their learning (Rowe & Snow, 2020). A child may exclaim: “Look, this slide is huge!”, with the parent responding, “It is! Big enough for both of us!”, to which the child suggests, “Let’s go down together! I’ll sit here”.

Image source

Slalom slide. LTC. (n.d.). Retrieved from <https://littletikescommercial.com/product/slalom-slide/?lang=can>

DUAL STEERING WHEEL

- Imaginative play with siblings and friends
- Socialization opportunities

"I'm the captain!"



At the top of the structure, there will be a dual steering wheel panel looking out in the direction of the pond. Having two wheels provides children with the chance to engage in imaginative play with friends and siblings. The duo can imagine themselves on adventures together. Preschoolers learning to recognize the emotions of others in social contexts is key to developing many long-term social achievements (Nelson et al., 2010). Playground structures have the potential to provide learning opportunities for socialization in very natural and fun ways.

Image source

Dual Steering Panel. LTC. (n.d.). Retrieved from <https://littletikescommercial.com/product/dual-steering-panel/?lang=can>



Another way to support children in having more conversations is to include a tic-tac-toe panel on the ramp of the structure. The children playing together will be talking to one another. Having more conversations at this age is important in language processing and building language ability (Rowe & Snow, 2020).

Image source

Tic-tac-toe panel. LTC. (2021, October 20). Retrieved from <https://littletikescommercial.com/product/tic-tac-toe-panel/?lang=can>



The third activity panel proposed for this structure is a weather forecasting board. This panel has the children twist dials to display what the current weather is, what the weather was yesterday, and what the weather may be tomorrow. Not only is this a great way to help children grow their curiosity about nature, but it is an excellent opportunity for parents to interact with their children. Having the venue to ask their child questions such as: “What is it like outside today?” and “Do you remember if it was sunny or cloudy yesterday?”, provides an easy opportunity for parents to engage their child in extended conversation, which is very important in building strong language skills (Leech & Rowe, 2020).

Image source

Forecast the weather. LTC. (2020, November 5). Retrieved from <https://littletikescommercial.com/product/forecast-the-weather/?lang=can>



INTERMEDIATE CLIMBING STRUCTURES

“Come on! Put your foot in here and pull yourself up!”



In addition to the main play structures, another integral aspect of this proposed park are the auxiliary structures.

Firstly: the area between the two main play structures. This area will act as a transition point regarding activity difficulty and a potential meeting place for siblings or friends of different age groups. In keeping consistent with the nature and climbing theme, this area will contain a series of hard-plastic-based climbing structures shaped like rocks with increasing levels of difficulty as they approach the play structure for the older children.

Image Source

Little Tikes. (n.d.). *Little Tikes Tri-Rock Climber*. Tri-Rock NuClimber. Retrieved November 12, 2022, from <https://littletikescommercial.com/product/tri-rock/?lang=can>



Also occupying the intermediate will be several activity panels. Activity panels are educational playground structures that work to develop sensory, motor, cognitive, and social/emotional skills. Each of the panels houses a different activity, each targeting different subsets of skills. The activity panels, like the climbing structures, will be placed along the path between the two play structures, also with the difficulty increasing as the path continues. This graded difficulty allows for narrative creation following the natural progression narratives take, from the easiest task to the most difficult. Beginning closest to the smaller play structure first will be the ball maze panel. This panel consists of a ball in a maze contained within a polycarbonate cover that can be rotated to allow the ball to navigate the maze. Developmentally, this activity works to benefit visual and proprioception (awareness of own body) sensory skills, hand-eye coordination and planning motor skills, problem-solving and strategic cognitive skills, as well as imaginative and cooperative socioemotional skills. You could, for example, have two young children attempting to solve the puzzle and having a conversation such as “Do you know how to get the ball to the middle? Can you help me turn this?”.

Image Source

Play LSI. (n.d.). *Marble Maze Activity Panel*. Ball Maze Panel. Retrieved November 12, 2022, from <https://www.playlsi.com/en/commercial-playground-equipment/playground-components/ball-maze-panel2/>



FUN WITH WORDS

- Basic letter and word recognition
- Facilitation of play between children, as well as with caregivers
- Particularly helpful for ESL community members



The second activity panel will be the fun with words panel. This panel consists of a three-by-three grid of rolling plastic cylinders that may be rotated to form words. This panel will introduce basic letters and three-letter word formation. Such a panel may be helpful, offering an easily accessible resource for early word learning to children who may be new to learning English, or who are beginning to learn to read and spell.

Image Source

Little Tikes. (n.d.). *Little Tikes Fun With Words Activity Panel*. Fun With Words Panel. Retrieved November 12, 2022, from <https://littletikescommercial.com/product/fun-w>

MELODY MAKER



The third and final activity panel will be the melody maker panel. This panel consists of a one-octave keyboard and sheet music for several easy, common songs that children will likely be familiar with. This will allow children to hone their fine-motor skills, and introduce them to reading music.

Image Source

Left – Little Tikes. (n.d.). *Melody Maker Activity Panel*. Melody Maker Panel. Retrieved November 12, 2022, from <https://littletikescommercial.com/product/melody-maker-panel/?lang=can>

Right - Little Tikes. (n.d.). *Melody Maker Activity Panel*. Melody Maker Panel. Retrieved November 12, 2022, from <https://littletikescommercial.com/product/melody-maker-panel/?lang=can>

COMMUNICATION BOARD



Another important consideration when it comes to designing a park for the public is accessibility. In the spirit of this goal, there will also be a “communication board” located around the play structure at the bottom of the hill. Communication boards are large signs populated by a matrix of simple drawings representing simple words that children may point at to effectively communicate with their caretakers and their peers. The board will contain both images that pertain specifically to the park, for example, the pond and the higher-level play structure, and images that correspond with general conversation such as want, look, yes, and no. This board would allow non-verbal children to communicate through body language. Accompanying every image on the board there will be the corresponding word, also allowing for the development of able-bodied children's reading skills and letter recognition.

Image Source

Left - Danley-Greiner, Kristin. “Play for All Communication Board.” *Nonverbal Communication Boards Installed at New Playground, The Patch, Columbia MD*, 19 Apr. 2021,

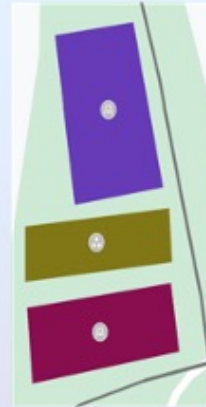
<https://patch.com/maryland/columbia/nonverbal-communication-boards-installed-new-hoco-playground>. Accessed 12 Nov. 2022.

Right - Danley-Greiner, Kristin. "Play for All Communication Board."

Nonverbal Communication Boards Installed at New Playground, The Patch, Columbia MD, 19 Apr. 2021,

<https://patch.com/maryland/columbia/nonverbal-communication-boards-installed-new-hoco-playground>. Accessed 12 Nov. 2022.

OLDER CHILD STRUCTURE



Playground
for Older
Children

Intermediate
Area

Playground
for Younger
Children

Structure will consist of 5 different components

The next element will be the play structure created for children of slightly older ages. This structure will follow the same theme of climbing and nature as the rest of the playground, with each element facilitating climbing in a different way. Since this structure is meant for slightly older children, we tried to create a structure that would engage children in more than just physical activity by assembling a structure consisting of the 5 elements pictures here, i.e., the octagonal climbing frame, the rope bridge, the playhouse, the wooden obstacle course and the climbing wall. Taking advantage of the natural elevation of the park, as pictured in this map, this structure will be placed at the area of highest elevation.

Image Sources

Top Left: Duncan & Grove. (2021, March 20). *Climbing frame No.6*. Playground Equipment.

Retrieved November 17, 2022, from

<https://duncanandgrove.com/playground-equipment/climbing-frames/climbing-frame-no-6/>

Bottom Left: Treehouse Life. (n.d.). *Suspended rope bridge photos*. Treehouses, Rope Bridges, Treetop Walkways and Nest Swings.

Retrieved November 17, 2022, from

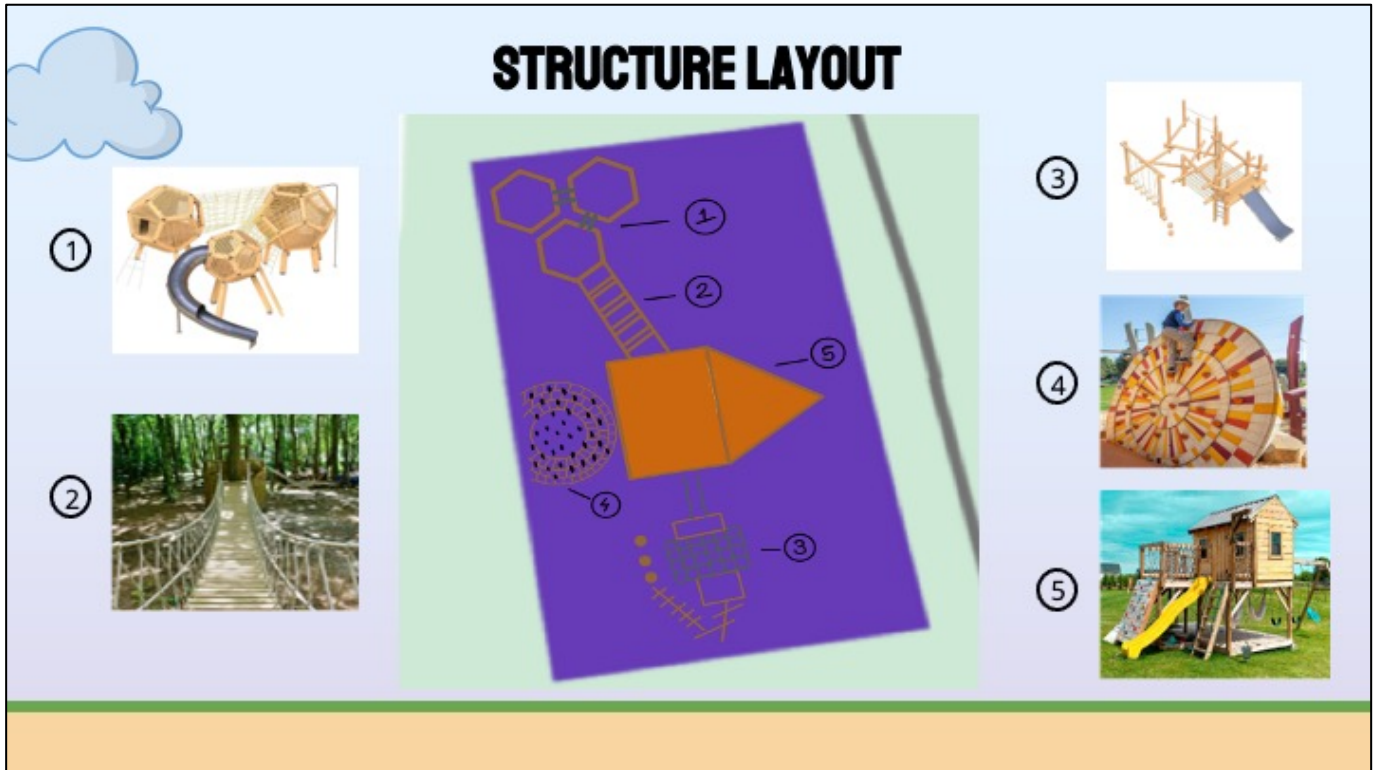
<https://www.treehouselife.com/suspended-rope-bridge-photos>

Centre: *Playground Playhouse plan • 2-sizes-sold-separately*. Paul's Playhouses. (n.d.). Retrieved November 17, 2022, from

<https://paulsplayhouses.com/products/playground-playhouse-plan>

Top Right : Duncan & Grove. (2021, February 8). *Log climbing frames no.10*. Playground Equipment. Retrieved November 17, 2022, from <https://duncanandgrove.com/playground-equipment/log-climbing-frames/log-climbing-frames-no-10/>

Bottom Right: *Sugar-beet-park-natural-wood-playground-fort-collins-co-wall-climbers-junior-senior-play*. Earthscape Play. (n.d.). Retrieved November 17, 2022, from <https://www.earthscapeplay.com/project/fort-collins-sugar-beet-playground/sugar-beet-park-natural-wood-playground-fort-collins-co-wall-climbers-junior-senior-play/>



The playstructure will be laid out as seen here.

This play structure will have multiple distinct elements assembled together in a linear fashion, aimed at creating a narrative for children to follow as they tackle each element. Here, the playhouse will serve as the focal point of the structure, the end point children must get to, with each element providing different routes and obstacles they must cross to get there. Asking children to cross obstacles in this way, with a clear goal in mind, will allow children to interact with the structure in new and creative ways. In this way, children could pretend to be astronauts, crossing craters and valleys to reach their ship or they could be treasure hunters crossing jungles to find the treasure.

The layout of the structure in this way will have a two-fold advantage. Firstly, it will motivate children to interact with the entire structure by providing them with a challenge they must complete. This will encourage physical activity, building eye-hand coordination, motor skills and so on. Secondly, it will provide children with more opportunities for pretend play, allowing them to use their imagination and visualise the space around them in different ways. Further, by attempting to convey

their interpretation of the narrative to their peers and with their parents, children will make use of decontextualized talk through pretense and other communication going beyond the here-and-now reality of the child. As established by an article by Leech & Rowe (2020), this kind of talk facilitates turn-taking and allows children to hold longer, more sustained conversations, helping children develop stronger communication skills.

Another benefit is that when children communicate their narrative to their caretakers, they will stimulate language containing conceptual (pretense, abstract topics and hypotheticals) and interactive (extending child topics and responding to child gestures) input from their caretakers, facilitating language learning in the child (Rowe & Snow, 2019). This playground will also give children a chance to cooperate with one another and build different, more complex narratives, allowing children to build stronger social skills and to learn from one another in different ways. By collaborating with other children, they have the opportunity to learn new concepts and vocabulary not only from adults but from peers as well. These interactions can help them increase their knowledge base of language and improve extant language skills, which can facilitate faster growth in vocabulary and comprehension skills in later years (Kaefer et al., 2015).

In this way, weaving a narrative into the playground structure will allow children to engage in many different types of talk, allowing them to develop crucial language skills, setting them up to build stronger literacy skills in their later years (Snow, 2015).

Image Sources

Top Left: Duncan & Grove. (2021, March 20). *Climbing frame No.6*. Playground Equipment. Retrieved November 17, 2022, from <https://duncanandgrove.com/playground-equipment/climbing-frames/climbing-frame-no-6/>

Bottom Left: Treehouse Life. (n.d.). *Suspended rope bridge photos*. Treehouses, Rope Bridges, Treetop Walkways and Nest Swings. Retrieved November 17, 2022, from <https://www.treehouselife.com/suspended-rope-bridge-photos>

Top Right : Duncan & Grove. (2021, February 8). *Log climbing frames no.10*. Playground Equipment. Retrieved November 17, 2022, from <https://duncanandgrove.com/playground-equipment/log-climbing-frames/log-climbing-frames-no-10/>

Centre Right: *Sugar-beet-park-natural-wood-playground-fort-collins-co-wall-climbers-junior-senior-play*. Earthscape Play. (n.d.). Retrieved November 17, 2022, from <https://www.earthscapeplay.com/project/fort-collins-sugar-beet-playground/sugar-beet-park-natural-wood-playground-fort-collins-co-wall-climbers-junior-senior-play/>

Bottom Right: *Playground Playhouse plan • 2-sizes-sold-separately*. Paul's Playhouses. (n.d.). Retrieved November 17, 2022, from <https://paulsplayhouses.com/products/playground-playhouse-plan>

ROUTE I: OCTAGONAL FRAME & ROPE BRIDGE



The biggest obstacle in their path is the wooden and net climbing frame shown here, comprising of three octagonal shaped frames connected to each other through net bridges. Climbing into and through these frames is not too challenging but provides numerous opportunities for pretend play, allowing children to visualize the frame in different ways. Once inside the first frame, they can continue all the way across, crossing both bridges and remaining octagons until they reach the longer wood and rope bridge. This bridge will be connected on one side to a panel of the last octagon and on the other, to a platform built around the playhouse. Climbing through the octagonal frame and then crossing the rope bridge will be the first route children can take to reach the playhouse. However, if children decide that they no longer want to continue to the playhouse upon entering the octagonal frame, they will be able to exit the structure in two ways, down the fireman's pole on the second octagon or through the slide jutting out of the third one.

Image Sources

Left: Duncan & Grove. (2021, March 20). *Climbing frame No.6*. Playground Equipment. Retrieved November 17, 2022, from

<https://duncanandgrove.com/playground-equipment/climbing-frames/climbing-frame-no-6/>

Centre: Treehouse Life. (n.d.). *Suspended rope bridge photos*. Treehouses, Rope Bridges, Treetop Walkways and Nest Swings. Retrieved November 17, 2022, from <https://www.treeouselife.com/suspended-rope-bridge-photos>

Right: *Playground Playhouse plan • 2-sizes-sold-separately*. Paul's Playhouses. (n.d.). Retrieved November 17, 2022, from <https://paulsplayhouses.com/products/playground-playhouse-plan>

ROUTE 2: WOODEN CLIMBING FRAME



The second route children can take to the playhouse is through the wooden climbing frame positioned beside the playhouse. On this frame, children will cross a set of steppingstones to reach a reach a disjointed log and rope bridge. Since the logs are disjointed and not fixed, they will swing as children step onto them, making this bridge slightly more difficult to cross, providing the older children with a challenge. Once across this bridge, they will walk across the intermediate logs and get to the rope bridge. This bridge consists of a rope stretched between the two platforms which children will have to cross, with another length of rope at fixed at shoulder height for balance. Lacking the stability of the logs and fixed bridges, the rope bridge will add an additional layer of difficulty to the crossing. While the bridges might be challenging for some children, this structure is low to the ground and open on all sides which will ensure safety and allow them to leave the frame when they wish. Once they cross the rope bridge, all that is left is to cross the net platform and go down the small slide, which will bring them to the base of the playhouse and accomplish their objective.

Image Sources

Left: Duncan & Grove. (2021, February 8). *Log climbing frames no.10*. Playground Equipment.

Retrieved November 17, 2022, from

<https://duncanandgrove.com/playground-equipment/log-climbing-frames/log-climbing-frames-no-10/>

Right: *Playground Playhouse plan • 2-sizes-sold-separately*. Paul's Playhouses. (n.d.). Retrieved November 17, 2022, from

<https://paulsplayhouses.com/products/playground-playhouse-plan>



ROUTE 3: CLIMBING WALL



The final, and shortest, route children can take to the playhouse is by scaling the circular climbing wall positioned beside the playhouse. The top of this wall will be level with the platform surrounding the playhouse. Studded with hand- and footholds for children to climb, this frame will provide a faster but still challenging route for children who want to reach the playhouse without going through the longer obstacles or structures.

Image Sources

Left: *Sugar-beet-park-natural-wood-playground-fort-collins-co-wall-climbers-junior-senior-play.*

Earthscape Play. (n.d.). Retrieved November 17, 2022, from

<https://www.earthscapeplay.com/project/fort-collins-sugar-beet-playground/sugar-beet-park-natural-wood-playground-fort-collins-co-wall-climbers-junior-senior-play/>

Right: *Playground Playhouse plan • 2-sizes-sold-separately.* Paul's Playhouses. (n.d.). Retrieved

November 17, 2022, from

<https://paulsplayhouses.com/products/playground-playhouse-plan>



THE PLAYHOUSE



The final element of the structure is the playhouse itself. Taking advantage of the elevation of the park, the playhouse will be placed at the area of highest elevation, making it the tallest structure in the playground. Further, as a result of its position, the playhouse will look out over the pond, making it an ideal vantage point for children to view the pond. The central playhouse itself will consist of several different elements. Firstly, it will have small ladders and climbing walls at the base, allowing children to climb onto it directly without having to cross the longer obstacles if they do not wish to. Secondly, it will have a wooden platform all around it, which will serve a two-fold purpose. Firstly, it will allow children to reach the playhouse through the climbing wall and the rope bridge directly, without having to climb up the small ladders at the base. And secondly, it will function as an observation deck, allowing children to look over the pond and the park from an elevation. This will create further opportunities for pretend play, allowing children to picture themselves as pirates, sailors and so on.

While the playhouse itself will be covered to provide shade, we would like the playhouse to have larger cut-outs in the walls themselves, allowing children to look out at the park from any direction. The playhouse will also contain low-powered

telescopes inside them, allowing children to see farther across the pond and the park, providing greater opportunities for pretend play and collaboration between children.

Image Sources

Left: *Playground Playhouse plan • 2-sizes-sold-separately*. Paul's Playhouses. (n.d.). Retrieved November 17, 2022, from <https://paulsplayhouses.com/products/playground-playhouse-plan>

Right: *Stainless Steel Playground Telescope*. Stainless steel playground telescope - E. Beckmann EN. (n.d.). Retrieved December 12, 2022, from <https://www.beckmann-cashagen.com/products/stainless-steel-playground-telescope.html>



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As we had stated at the beginning of the presentation, the environments in which children play have an impact on them and the quality of their play (Wallin, 2019). With the recommendations we made today, we hope that Prospect Park will be able to achieve that goal by developing into a space where children may learn, develop, and thrive, but also become a place where all members of the community may benefit. Once again, we appreciate you taking the time to listen to our presentation and please let us know if you have any questions.



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