

Waterloo Parks Presentation

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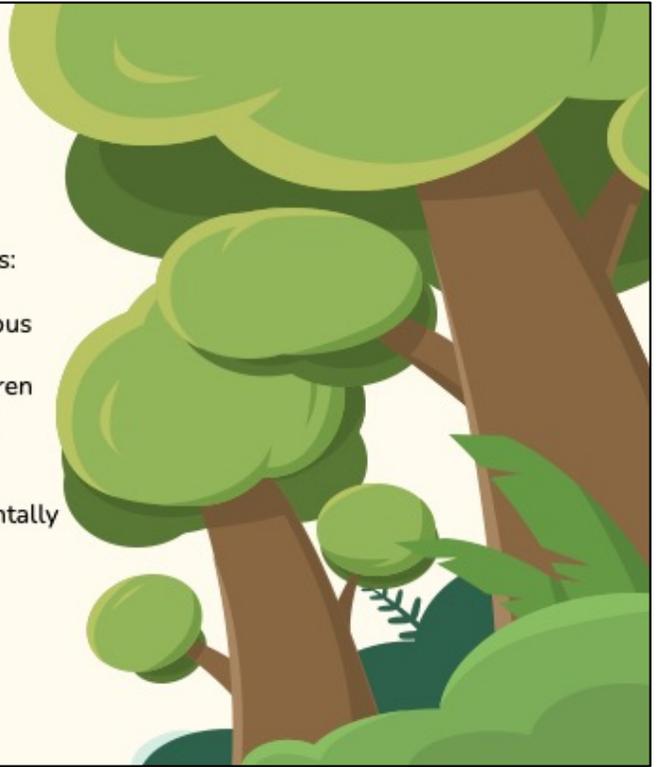
Term Project in partial fulfillment of requirements for PSYCH470F Language Development and Social Inequality
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Our Overall Objectives

Our objectives for the three park areas are as follows:

1. Create inclusive play areas for children of various ages, developmental levels and cultures
 2. Promote creative and interactive play for children through independent and assisted exploration
 3. Make the play areas wheelchair and stroller accessible
 4. Focus on the use of recyclable and environmentally friendly materials wherever possible
 5. Increase community engagement
- 



Jenna



01

Eby Farms

Play Surface and Painting



Replace wood chips with recyclable soft play rubber material. Include coloured walk paths, play areas and wolf paw prints



Paint the pig structures and the boundary walls in different colours and patterns so that it enhances the child's learning.



One of the first things we want to do with this play area is to replace the existing wood chips with a soft fall rubber material. By doing so, we want to make the playground more accessible for wheelchairs and strollers, gentler and safer for children and also ensure the area is conducive to the different physical abilities of infants and toddlers who may be crawling, rolling or walking.

In addition to improving safety, we also want use the rubber ground to include coloured walk paths and wolf paw prints on the rubber ground. We have chosen wolf paw prints to fit into the theme of “3 Little Pigs” and the goal is to encourage interaction with the space from children.

We are also proposing to use paint as a cost-effective method to make the area more visually appealing to improve engagement. The first thing that can be done is painting the pig structures with different colours and patterns. We also want to paint the boundary wall that surrounds this play area. Examples of both can be seen in the slide.

PHOTO CREDITS:

Coloured Painting on Rubber:

Playquest. (2021b). Inclusive Sensory Play [Image]. Retrieved 25 September 2021, from <https://playquest.ca/playgrounds/inclusive-equipment-design/>.

Footprints:

Playquest. (2021a). Colour Fleck [Image]. Retrieved 15 September 2021, from
<https://playquest.ca/rubber-surfacing/rubber-surfacing-colours/>.

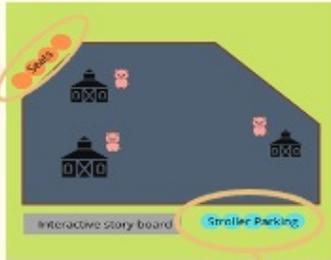
Painted Pig

Painted Pig. (n.d.). Retrieved from <https://www.alamy.com/stock-photo/painted-pig.html>.

Painted Border:

Stern, R. Fence. (n.d.). Retrieved from <https://in.pinterest.com/pin/288582288614877870/>.

Stroller Parking and Seating



Create a designated area for stroller parking and create areas of additional seating that could be used for both adults and children.



Speaker Notes:

In our park area, we wanted to ensure we had two things for the adults - stroller parking and ample seating.

First, given that this park area is aimed at toddlers, it is more than likely that a lot of the children will be brought to the park in a stroller. As a result, we want to include a designated stroller parking area that is easily accessible for parents/guardians so they can leave their strollers in a central location and focus on playing with their children.

The next element for adults is that we wanted to ensure there was ample seating for them when they are watching their children engage in more independent play. The seating areas could also be used by the children when they are taking a break and recentering, using their parents/guardians as a home base. The seating could take on a colourful theme or also fit in to the fairytale and be made of wood materials or plastic hay bales. Additional seating could be created as well on the grassy ledge area that surrounds the park area.

PHOTO CREDITS

Stroller Parking

Middleton, M. (2019). Stroller Parking Lot [Image]. Retrieved 25 September 2021, from <https://twitter.com/magmidd/status/1167928481767780352>.

Colourful Bench

Rieley, D. (2021). Garden Bench - Part 2 [Image]. Retrieved 3 October 2021, from <https://daveworxwood.com/2021/06/07/garden-bench-part-2/>.

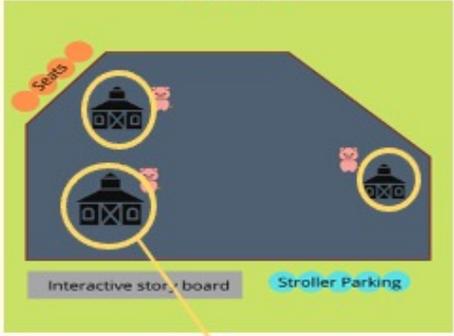
Benches in Park

Finn, J. (2019). Playground and Benches at a Park [Image]. Retrieved 2 October 2021, from <https://www.alamy.com/playground-and-benches-at-a-park-against-trees-mountain-and-sky-at-sunset-image331153406.html>.

Plastic Haybales

IDS Kids. (2021). *Hay bales* [Image]. Retrieved 6 December 2021, from <https://idskids.com/product/stools-benches/#pid=5>.

Pigsty Structures



Interactive storyboard Stroller Parking



The pigsty structures will be big enough in size for a child to fit inside with windows so the parents can see their children as well.

The children will be able to feel the material, differentiate between them and label the material

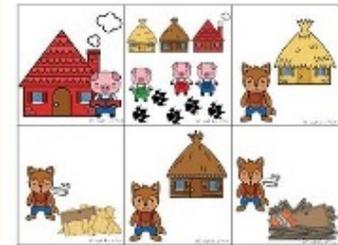
Create pigsty structures (straw, sticks & bricks) that have more images and potential places to sit/rest



Since we are following the ‘3 Little Pigs,’ theme in this area, we thought it would be nice to add little pig sty structures made of three different materials next to the pigs. They should be big enough for the child to get inside and explore. By using different materials, we intend to incorporate different textures that the child can feel. One structure would be made out of straw- It can be a wooden structure with a straw design painted over, and maybe some real straw included in certain patches on the inside (to make it more weather proof). The second structure could be made of sticks or a painted stick design with some real sticks incorporated, and the last structure would be the biggest in size and made out of bricks.

This play area is aimed to cater to children of all backgrounds, and be useful for children ages 18 months to 30 months for different reasons. The quantity of language input a child receives at 18 months is correlated to their vocabulary skills later, and at 30 months the amount of new and variable words they encounter are important for later vocabulary skills (Rowe et al, 2005). The storyboard and the overall theme of the “3 Little Pigs: fairytale has the potential to encourage the parents to tell their child the story as they go around and play, but it also gives the parents the freedom to use whatever vocabulary is most beneficial for their child in that moment; this theme would promote more conversations with younger toddlers, and it gives parents the space to use more novel words when the child is older. This even allows the opportunity for parents to ask their child if they remember the story after their first visit, or for one child to tell another child the story, therefore giving the child the opportunity to lead the conversation and practice their storytelling skills.

Interactive Storyboard



Install visual storyboard depicting 3 Little Pigs story that has interactive elements (buttons, wheels etc.)



The above is an example of pictures that could be used to tell the story of "3 Little Pigs" on the storyboard. We would want the pictures themselves to be interactive with moveable and sensory elements.

At the edge of the play area, we want to install a visual and interactive storyboard that depicts the 3 Little Pigs story - using pictures as much as possible. We have included a couple examples of storyboards that are mainly visual with images and interactive with rotating wheels and different elements to play with. We would like to include these types of elements in our board, that fit into the 3 Little Pigs story. Some examples could be textured depictions of the house structures, a wheel that moves the wolf along the storyboard and/or moveable structures when they get blown over by the wolf.

We also recognize that not every culture may be familiar with the story of 3 Little Pigs, but we do know that storytelling itself is a very common oral practice found in diverse cultural communities. We hope that providing an area that focuses around storytelling, with images instead of words, can help in creating cross-cultural engagement and conversation between the parents/guardians and their children.

PHOTO CREDITS

Meteorologist Storyboard

(from webinar given by Too Small to Fail screenshot by O'Neill, D. in Sept. 2021). See <http://toosmall.org/community> for similar examples.

Food Storyboard

Together We Play. (2020). Promoting Language Rich Interaction on the Playground [Image]. Retrieved 6 October 2021, from <https://togetherweplay.playlsi.com/tag/too-small-to-fail/>.

3 Little Pigs Storyboard

Teachers Pay Teachers. (2021). Three Little Pigs [Image]. Retrieved 8 October 2021, from <https://www.teacherspayteachers.com/Product/Three-Little-Pigs-Preschool-K->

Circular Paved Area + Grassy Centre

Create a coloured winding path from rubber material, keeping grass on both sides

Use paint along pathways to illustrate pig prints or other interactive visuals

Replace picnic tables with wooden stumps and hay bales along winding path

Speaker Notes:

In this area, we propose making three main changes. First is putting in a winding pathway made of the rubber soft fall material identical to that of the pig area playground floor, and this path will span the circle’s diameter. This would allow for many play opportunities such as walking, running, riding a bike, or pushing toys. Installing a railing in the middle of the path would give assistance for those who need it.

Second, on both the circular and winding pathways, we envision painted markings that illustrate pig tracks or other interactive visuals, such as patterns or animal pictures. Inspiration for these markings can be seen on the slide.

Lastly, on both sides of the winding path, where the grass will remain, we suggest inserting scattered tree stumps of various heights and colours along with hay bales. These will be for seating, giving families a place to eat, and being a source of play as well.



02

Farmhouse Swings
& Forest



Choose Your Own Adventure



- 2 themed pathways winding through trees, ending at swings
- Sign indicating start (examples below)
- Themes:
 - Musical Adventure
 - Magical forest
- Statues, natural play equipment, I Spy



Our proposal for this area begins with converting the open green space and tree areas into a “choose your own adventure” playground. A sign, which you can see an example of on the slide, will indicate the start of the adventure trails, which is represented by the white square on the photo. From there two pathways will wind their way through the forest area, ending at the swings. Each pathway will have a designated theme, being a mystical forest or a musical adventure. Themes will be portrayed by representative statues, relevant play equipment, and “I Spy” elements, which will be explained in the following slide. All play structures on both pathways will be made of wood or natural materials, also explained further in a coming slide. Lastly, both pathways will be made of wooden planks (as also pictured on the slide), making them accessible for anyone to follow, and fitting in with our natural theme.

Photo credits (left to right):

1. Photo provided by Landscape Technologist for Parks, City of Waterloo
2. <https://www.shelterness.com/wooden-garden-paths/>

I Spy



- Have I Spy components along the two paths based on the themes of Choose your Own Adventure.
- Along with the start sign, install a board indicating the 15 things they have to find and install sub boards with 5 objects along the pathway.
- Wooden cutouts of the object that the children need to find can be nailed on tree trunks or can be put on statues.
- Enhances memory and visual discrimination of objects (Rodriguez, 2019).
- Enhances social skills

Legend

- Big Board (15 objects)
- Sub Board (5 objects)



Big board with 15 objects to be placed at the entrance



Sub boards with 5 objects to be placed at 3 different spots across the path



We have decided to make two dedicated pathways under “choose your own adventure” with I Spy components along the way. While this game gives children an opportunity to engage in pretend play, it also enhances their memory, visual discrimination and social skills. We want to install two main boards at the starting points of the two pathways which will include a total of 15 objects that they need to find on each pathway relating to the theme. Three sub boards will be installed along the pathway indicating 5 objects that will need to be found in that particular stretch. Wooden cutouts of these objects would be placed on various tree trunks and other places along the path. Pictures are shown for these boards.

I Spy aids children to visually discriminate between the visual details of objects in a picture; their shape, size and colour. This develops an eye for detail and helps them recognize different objects efficiently (Rodriguez, 2019). This will help in children’s language development through instructional practices that focus on abstract language use. For instance, children will be able to discriminate objects on the basis of **their** shape and colour and will recognize **them this way**. Children would be able to describe a piano through its black and white keys and use that as a cue to find it as well. Since children are already engaging in pretend play, with the addition of I Spy, it cultivates the children’s experiences with inferential talk (Tompkins et al., 2013).

PHOTO CREDITS

Parks Image

Photo provided by Landscape Technologist for Parks, City of Waterloo

I Spy Boards

Created by Arjita Shivastrava

Natural Playground



(O'Neill, 2021)

- ▲ Musical
- Gathering Area
- Climbing/Exploring

Gathering Area ●



Climbing/Exploring ■



Musical Fixtures ▲



Within the forested area, we want to focus on natural playground fixtures that complement the beautiful surroundings and also the "Choose your Own Adventure" concept.

The play fixtures will be made of wood and allow for the children to engage in creative exploration and imagination on their own terms, either individually, with their parent/guardian or with other children.

In the diagram above, you can see potential locations along the "Choose Your Own Adventure" pathways for the three types of fixtures in the area

Within the forested area, we will focus on natural playground fixtures to complement the "Choose your Own Adventure" concept and the beautiful surroundings of the forest. Research has shown that outdoor play in natural environments, like the one we are proposing, has significant potential benefit to children's language, physical, cognitive, emotional and social development as well as their overall health (Kemple et al, 2016).

We have included a diagram with potential locations for the various fixtures along the "Choose your Own Adventure" pathways. Please note that not all locations need to be selected, but we wanted to include all potential locations that we thought could be beneficial to the children's play as they make their way along the pathways.

We are proposing three types of fixtures to be utilized in this area:

#1 Interactive Musical Fixtures

A musical fixture like the one seen in the slide picture, could allow for a variety of play opportunities for children. If the children are with adults, the adults can help them in playing different songs.

#2 Gathering Area

We envision a wood structure gathering area to be a place where both children and adults can come together. This location could provide an opportunity for parents/guardians to engage in story-telling with their children, based off the "Choose

your Own Adventure” themes.

In addition, this area could act as a point of social interaction between children. They can come together and build off each other’s imaginations to create new narratives for the different “Choose your Own Adventure” themes.

#3 Climbing/Exploring Fixtures:

The natural climbing and exploring fixtures would allow for flexible play options for children to engage in the type of play they desire in the moment and to create adventures based on the theme they chose from “Choose Your Own Adventure”. As can be seen in the image above, the fixtures should blend into the landscape of the forest and be conducive for young children to be able to play on their own safely, without direct assistance from an adult.

PHOTO CREDITS:

Park Outline:

Photo provided by Landscape Technologist for Parks, City of Waterloo

Musical Fixtures:

Timber Creations. (2017). *Active Playgrounds* [Image]. Retrieved 1 November 2021, from <https://www.timbercreations.com.au/active>.

Gathering Area:

Fong, J. (2018). *Nature Playground* [Image]. Retrieved 1 November 2021, from <https://chicago.chalkbeat.org/2018/7/30/21105504/this-chicago-preschool-teacher-is-touting-an-alternative-to-the-traditional-playground>

Climbing/Exploring:

No Time for Ironing. (2012). *Beacon Hill Country Park* [Image]. Retrieved 1 November 2021, from <https://notimeforironing.wordpress.com/2012/09/23/beacon-hill-country-park-and-gruffalo-house/>.

Swing Set Area

In the boxed off swing area, we would like to keep the remaining structures while also adding two new spring riders, a saucer swing, and some natural log seating (see right) along the border.



Potential place for stroller parking



Landscape Structures Inc. (2021) Trassig. (2021)

Since there is an existing swing set in a bordered playground area with a lot of unused space, we suggest to install extra swing type structures for children. We understand that the park is in possession of a saucer swings, and we would like to bring the saucer swing to this area. We would like to suggest adding one or two more spring riders to give children the opportunity to use the spring riders as a solo or a group activity.

We would also like to put the natural log seating (top right photo) along the border of the swing set area; this will give a space for caregivers to rest or children to take a break. The logs have been chosen to follow the natural theme of the lower area of the park. We would also like to include a stroller parking area near the swing sets for any parents who used the accessible pathways for their strollers. A potential spot for stroller parking is shown in the slide



03

Victorian Gardens



Pathway from the Playground



For the pathway we propose to:

- Install a visually appealing structure along the pathway
- Pave the pathway so a counting game of insects/bugs can be installed along the path. We would install a sign at the start of the path explaining the counting game and the end showing the correct answers

The objective of these changes is to make the pathway more engaging to encourage children to make their way from the playground to the gardens.



In order to encourage children to make their way from the structured playground to the Victorian Gardens area, we are proposing to make the pathway (the circled area in the diagram on the slide) more engaging and interactive. It is beneficial for children to play in both the playground area and garden area because studies have shown that structured areas (like playgrounds) and less structured areas (like the garden area) offer different benefits for children's development (Luchs & Fikus, 2013).

To make the pathway more engaging and interactive to encourage children to make their way to the garden, we are proposing two changes:

#1 Install a visually appealing structure along the pathway.

We believe that a structure, like the one we have shown in the image above, could attract children (and their parents) to the pathway that eventually takes them to the gardens. The colourful stained glass that reflects on the pathway could also create an interactive play situation for children as they hop from one colour to the next, encouraging creative play as they make their way along the path and towards the garden.

#2 Pave the pathway and include a counting game of insects/bugs

By paving the pathway, it creates the opportunity to install a counting game of insects and bugs all along the pathway itself, that leads the children to the entrance of Victorian Gardens. At the start of the path as children exit the playground, there would be a sign that outlines the objective of the game and includes colourful images of the

bugs and insects they need to search for, similar to what is included in the images above. The theme of insects and bugs would fit into the environment theme of the gardens as well as be a foundational starting off point for the educational signs we are proposing to be installed in the garden area (which will be explained later in this presentation). The images of the insects and bugs would be located all along the pathway up until the entrance to the gardens.

One additional proposal is that another sign be included at the end of the path where the entrance to the gardens is located that indicates how many of each bug or insect was located on the path. The sign could say something like “How many did you find? We counted XX ladybugs!”. This way, the children have the opportunity to see whether they were correct in their counting and even go back to find ones they had missed.

PHOTO CREDITS:

Gardens:

Engage Waterloo. (2019). *Rehabilitation of Silver Lake - Landscape Plan* [Image]. Retrieved 30 November 2021, from <https://www.engagewr.ca/waterloo-park-improvements>.

Insect Images:

Lemon and Grey Designs - Etsy. (2019). *Bug Stomp for Floor Path* [Image]. Retrieved 30 November 2021, from <https://www.etsy.com/au/listing/707613425/bug-stomp-for-floor-path-sensory-walk>.

Lady Bugs on Floor:

Sensory Path Shop. (2020). *Loopy Lady Bug Element* [Image]. Retrieved 30 November 2021, from <https://thesensorypath.com/product/loopy-lady-bug-element/>.

Entrance Way

Existing Gardens
Existing Black
Overhead to Terrace
Remove Column to Open View

For the entrance way we propose:

1. An archway that allows for vines and other plants to grow up it
2. A hanging sign
3. The existing sign describing the gardens to a general audience to be put beside it
4. A bug counting game leading into the garden (similar to what was shown on previous slide)

We would like to install a nature-inspired and visually appealing entrance way into the gardens with the goal of attracting more people into the area. This entrance will be on the opposite side of the garden from the playground, and is meant to get the attention of the people who are walking along the walking path through Waterloo Park.

The entrance will consist of an archway that allows for vines and other plants to crawl up and grow around it, similar to the small pavilion in the middle of the gardens, and will include a sign labelled “Victorian Gardens”. We suggest to put the already existing informative sign about the area next to this entrance so that older visitors can read about the history of the park and garden. The sign could also indicate that there are activities for children within Victorian Gardens.

We would also like to include a bug trail that goes from the main park pathway into the gardens. Following the same concept as the path from the playground, and then signs could be installed on both ends of the pathway similarly to the ones mentioned previously.

PHOTOS:

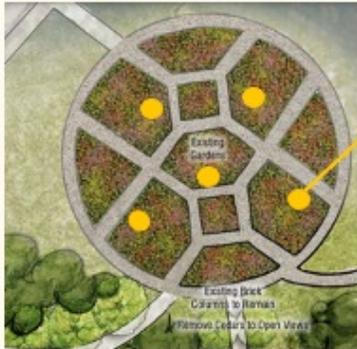
Archways:

Crossley, H. (2021, August 1). *Garden arch ideas: 11 gorgeous archways for your backyard*. gardeningetc.com. Retrieved December 3, 2021, from <https://www.gardeningetc.com/us/design/garden-arch-ideas>.

Sign:

Blank hanging sign. 3DOcean. (2020, June 12). Retrieved December 3, 2021, from <https://3docean.net/item/blank-hanging-sign/27182851>.

.. Educational Signs



Throughout the garden, 5 signs will highlight aspects of nature that can be seen in the garden. Signs will include:

- A larger 3D photo with its name and supplemental photos
- A fun fact
- An action item

These signs will provide educational information, and opportunities for reading engagement, language facilitation, and exploration.



Scattered throughout the garden, we want to put in 5 signs with themes of birds, bees, leaves, butterflies, and flowers. These are indicated by the yellow dots on the photo of the garden. To fit with the natural landscape of the garden, the signs themselves will be shaped as leaves, as pictured in the slide above.

The top will display the name alongside a 3-dimensional picture and other supplemental photos. Each sign will contain a fact about its subject (for example, something as simple as “bees collect nectar from flowers to make honey”), as well as an action item for the kids to participate in, such as, “how many bees/butterflies/etc. can you spot?”. The last thing we want to put on the sign is a button that, when pressed, narrates what is written, that way kids who are not able to read the signs can still participate with what is on it. An example of how we envision the signs could look is drawn out on the slide.

Photo credits

Garden:

Engage Waterloo. (2019). *Rehabilitation of Silver Lake - Landscape Plan* [Image]. Retrieved 30 November 2021, from <https://www.engagewr.ca/waterloo-park-improvements>.

Drawing created by Michaila Melanson

Signs:

PlayCore. (2016, June 29). *Gametime Search*. GameTime. Retrieved November 24, 2021, from <https://www.gametime.com/search-results?keywords=fun+facts+sign&channel=products>

..Pavilion & Spelling Game

We propose incorporating an activity in the pavilion: SPIN TO SPELL

1. Children will have to spell the object that they see in the picture by spinning the cylindrical structures.
2. These structures would be similar to that the Tic Tac Toe game (see picture example)

We want to install one board in the pavilion that allow children to spell at least 8 words.



Possible words that can be spelt:

Bee	Petal
Grass	Green
Bird	Nest
Leaf	Bug
Rose	Fly



In the pavilion area, we propose to install a Spin to Spell game with a design that is similar to the Tic Tac Toe games that can be seen in some existing playground areas (see example picture on slide). The children will have to identify the picture of the object and spell that word by spinning the wheels and finding the correct letters. The objects they have to spell are relevant to Victorian Gardens as they would follow a nature theme and can also be seen on the educational signs we discussed earlier.

The Victorian Gardens focuses more on non-structured play that allows children to engage in more social interactions that fosters creative and imaginative play as well as development of communication and negotiation skills for children (Chawla, 2015). The Spin to Spell activity complements this well as they can interact with their peers and enhance their communication. They will be able to take turns to spell the words and form sentences from these words either with their peers or parents/guardians.

In conclusion, our goal with the Spin to Spell proposal is to improve the foundation of the language of the children so that it helps them not just academically but also in other spheres of life.

Photo credits:
Pavilion-

O'Neill, D. (2021). Photos of Victorian Garden [Image]. Retrieved 2 December 2021, from

<https://learn.uwaterloo.ca/d2l/le/content/712518/viewContent/4080170/View>

Tic Tac Toe-

Playground Equipment. (2014). *Tic Tac Toe*. Twitter. Retrieved from <https://twitter.com/playgrndequip/status/431654595157569536>.

Board Illustration:

Created by Arjita Shrivastava



**Thank
you!**



References

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- Rowe, M. (2012). A Longitudinal Investigation of the Role of Quantity and Quality of Child-Directed Speech in Vocabulary Development. *Child Development*, 83(5), 1762-1774. <https://doi.org/10.1111/j.1467-8624.2012.01805.x>
- Tompkins, V., Zucker, T., Justice, L., & Binici, S. (2013). Inferential talk during teacher-child interactions in small-group play. *Early Childhood Research Quarterly*, 28(2), 424-436. <https://doi.org/10.1016/j.ecresq.2012.11.001>

