

# Breath of Fresh Air Outdoor Play Summit

September 27-29th, 2023 | Research, Policy & Practice

Wesley Clover Parks Campground | 411 Corkstown Rd | Ottawa, Ontario



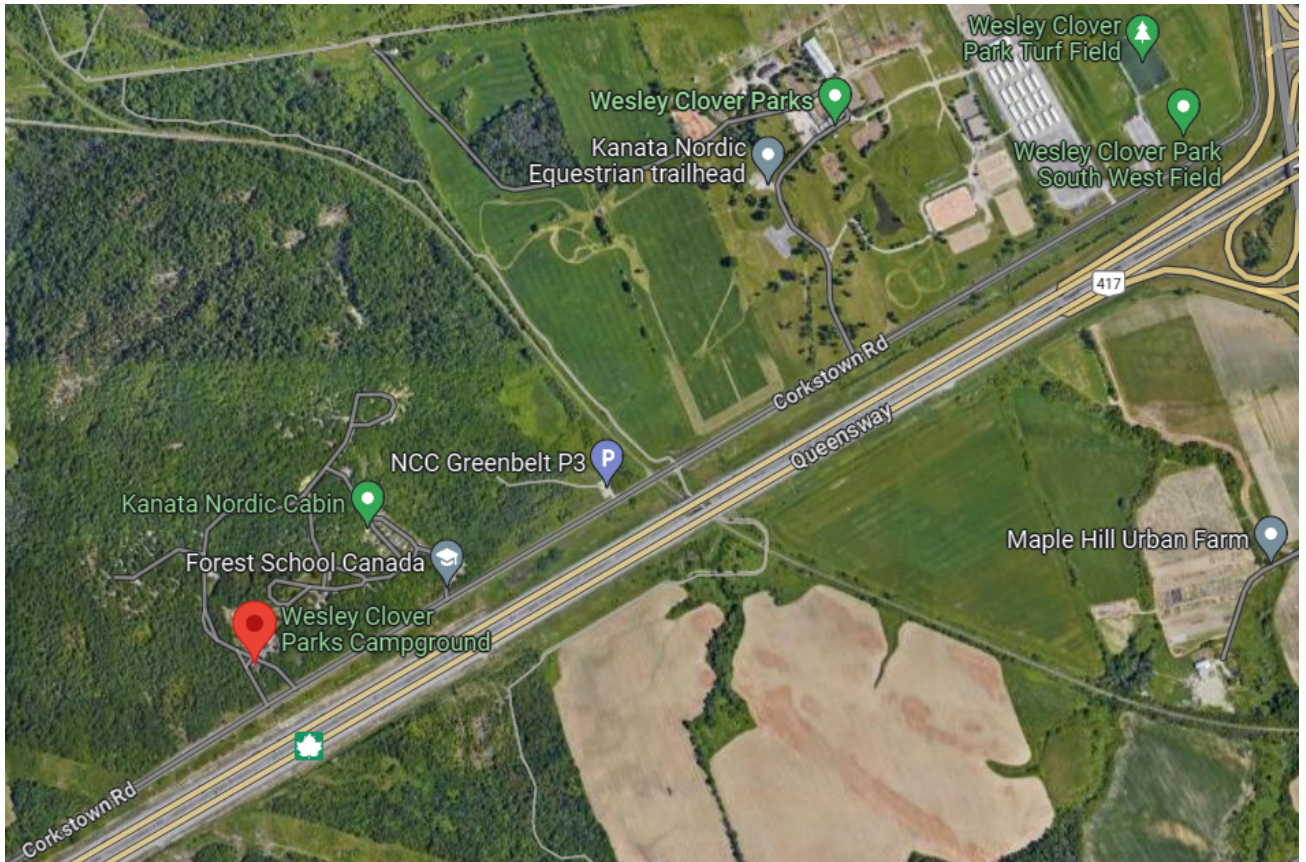
Welcome! BREATH OF FRESH AIR (BoFA) is a three-day Outdoor Play Summit where thought leaders, practitioners, researchers, and policy makers can connect and share best practices.

The theme for the 2023 summit is 'Research, policy, and practice – their intersections for the promotion of outdoor play'. We are excited to have you join us to discuss how research, policy, and practice may promote and shape the future of outdoor play in Canada and abroad.

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# Directions to the BoFA Summit at Wesley Clover Parks Campground

Wesley Clover Parks Campground is located at 411 Corkstown Road, Ottawa, ON, K2K 0J5. (NOT the equestrian park). For directions on how to get to the BoFA Summit, please see the map below.



**Parking:** Please park in the lot to the east of the campground (entrance at the grey pin and where it says Forest School Canada) – from there it is a short walk to where we are gathering. For those with limited mobility there will be a few parking spots closer, you should enter at the red pin (Wesley Clover Parks)

## Directions Coming From West:

From ON 417 E, take exit 138 Ottawa 49/March Rd. / Eagleson Rd. Turn left onto Eagleson Road. Stay on Eagleson Road for approximately 1 km. Turn right onto Corkstown Road for approximately 2.5 km. Signs for the Wesley Clover Park's Campground will be on your left. Enter the campground and drive past the campground office on the left.

## Directions Coming From East:

From ON 417 W, take exit for Moodie Drive. Merge onto Moodie Drive and take first left at lights on Corkstown Road. Follow Corkstown Road past the first entrance for Wesley Clover Parks (Equestrian Park) past the train tracks until you reach the campground on your right. Enter the campground and drive past the campground office on the left.



# Map of the BoFA Summit at Wesley Clover Parks Campground



# BoFA Summit **WhatsApp Communication**

Keep up-to-date on BoFA Summit events and announcements by joining our WhatsApp group: <https://chat.whatsapp.com/CIDczgpfFBh7XeEjVpQan8>



# BoFA Summit **Organizing Bodies**



Questions? Contact us: [info@outdoorplaycanada.ca](mailto:info@outdoorplaycanada.ca)

Or come see us in-person during the Summit at the Q&A Tent!

BoFA Summit **Sponsors**

LAWSON  
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BoFA Summit **Community Partners**



# Full Summit Schedule | Overview

## Wednesday September 27th

Time	Location	Event
9:00 am – 5:00 pm	Q&A Tent	Check-in (open all day)
1:00 – 5:00 pm	Shady Tree Row	Outdoor Exhibit Area
1:00 – 1:30 pm	Great Big Tent	Land Acknowledgement – Norma & Doris Peltier  Welcome Address – Dr. Louise de Lannoy & Dr. Mark Tremblay
1:30 – 2:20 pm	Great Big Tent	Keynote Address – Dr. Mariana Brussoni
2:30 – 3:30 pm	Shady Tree Row	‘Speed-Greeting’ Through the Outdoor Exhibit Area
3:40 – 5:00 pm	Great Big Tent	Scavenger Hunt
5:00 – 5:30 pm	BREAK	
5:30 – 8:30 pm	Great Big Tent	Dinner (on-site) – Sponsored By #NatureForAll & <i>Take It Outside</i> Film Screening
8:30 – 10:00 pm	The Yurt	Evening Fireside Chat (on-site)

## Thursday September 28th

Time	Location	Event
7:30 – 8:00 am	Great Big Tent	Guided Morning Hike
7:30 – 9:00 am	Food Pavilion	Breakfast (on-site)
8:00 – 9:00 am	Shady Tree Row	Smudging Ceremony
8:00 am – 4:00 pm	Q&A Tent	Check-in (open all day)



9:00 - 10:25 am	Cluster 3 / Great Big Tent	Concurrent Sessions A, B, C, D
10:35 am - 12:00 pm	Cluster 3 / Great Big Tent	Concurrent Sessions E, F, G, H
12:00 - 1:30 pm	Food Pavilion	Lunch (on-site)
1:00 - 2:20 pm	Shady Tree Row	Outdoor Exhibit Area
2:30 - 4:00 pm	Great Big Tent	OPC Board of Directors Discussion, Awards Presentation, & Unveiling of the New Forest Explorers Building - Home of the Canadian Centre for Outdoor Play
4:10 - 6:00 pm	Cluster 3 / Great Big Tent	Outdoor Play Workshop Sessions I, J, K
6:00 - 7:00 pm	BREAK	
7:00 - 9:00 pm	Food Pavilion	Dinner (on-site)
9:00 - 11:00 pm	The Yurt	Evening Fireside Chat & Sing-Along with Greg Taylor (onsite)

Friday September 29th		
Time	Location	Event
7:30 - 8:30 am	Great Big Tent	Morning Walk & Talk
8:30 - 9:50 am	Food Pavilion	Breakfast (on-site)
9:00 - 9:50 am	Shady Tree Row	Healing Circle
10:00 - 10:30 am	Great Big Tent	Storytelling Sessions with the Ottawa Forest and Nature School
10:40 am - 12:00 pm	Cluster 3 / Great Big Tent	Concurrent Sessions L, M, N
12:10 - 12:30 pm	Great Big Tent	Closing



# Wednesday September 27th | Schedule

Time	Location	Event
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1:00 – 1:30 pm	Great Big Tent	Land Acknowledgement – Norma & Doris Peltier Welcome Address – Dr. Louise de Lannoy & Dr. Mark Tremblay
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## Land Acknowledgement and Welcome Address | 1:00 – 1:30 pm

Join us as we acknowledge the Land we gather on and kick-off the third biennial Breath of Fresh Air Outdoor Play Summit! Held at the Great Big Tent.

## Keynotes Address | 1:30 – 2:20 pm

What is Risky Play, what does it mean, where did it come from, and why use it when it elicits such an immediate and visceral reaction, particularly among parents and educators? Join **Dr. Mariana Brussoni** on a brief history tour of risky outdoor play in Canada and beyond, as she shares how she got into risky play research, where this area of research has taken her and lessons learned along the way, as well as the hot-button issues now and moving forward. Held at the Great Big Tent.

Wednesday September 27th | Outdoor Exhibit Area | 2:30 – 3:30 pm

Poster Sessions and Booths ‘Speed-Greeting’

Come meet our poster presenters and booth hosts in 2-minute bites. Then come visit them for more in-depth engagement during the exhibit time on Thursday! Held along Shady Tree Row.

Posters

Title	Speaker	Abstract
Injury Statistics in Outdoor Early Childhood Education (ECE) Programs in Comparison to Traditional ECE Programs in Canada	Yousif Al-Baldawi	<p>Introduction: The benefits of outdoor play are well-established, yet ongoing safety concerns can limit outdoor play opportunities in early childhood education (ECE). However, whether the risk of injury is higher in outdoor ECE is unknown. Despite this uncertainty, there has been a growing movement globally to promote outdoor play and support outdoor-focused ECE programs. This study addresses the knowledge gap by investigating injury rates and patterns in traditional and outdoor ECE programs.</p> <p>Methods: A survey exploring injuries in early childhood education programs was distributed to 150 traditional and 160 outdoor programs, through our internal networks, and on social media (Twitter, Facebook, Instagram). Survey participants were asked to report on program size and location, injury intensity, location, and activity from the past year (2022). From the survey information, injury rates (injuries/hour/child) were calculated and the differences between the two types of programs were tested using T-tests for minor injuries and the Mann-Whitney U test for moderate and severe injuries.</p> <p>Results: In this study, 39 participants reported 855 minor injuries, with 72.05% occurring outdoors. Traditional programs had a higher rate of minor outdoor injuries per hour per child compared to outdoor programs (<math>p&lt;.05</math>). No difference was found between traditional and outdoor ECE injury rates for moderate and high-intensity injuries (<math>p&gt;.05</math>). Running and climbing were the most common activities for both program types for all injury intensities. Boys and girls had an equal prevalence of low-intensity injuries whereas boys had a higher prevalence of medium and high-intensity injuries.</p>

		<p>Conclusion: In our study, we found that outdoor-focused programs had lower minor injury rates compared to traditional programs, though larger sample sizes are needed to confirm this finding. This study provides a foundation for future studies exploring injury rates in outdoor ECEs in a Canadian context.</p>
Environmental Considerations of Outdoor Play	Katy Cameron	<p>Having access to outdoor play opportunities can foster both creative and healthy behaviours in persons of any age and can be especially beneficial for childhood development. It is important to recognize, however, the potential unintentional environmental consequences from playing outdoors. This research combines both Western and North American Indigenous knowledge and practices to address the challenge of balancing promoting outdoor play with protecting our natural environments. Information obtained from academic and gray literature, outdoor programming, and other current initiatives in the fields of child and youth nature-based education and outdoor play were used to inform the development of an online resource guide to be housed on Outdoor Play Canada's website. The guide, which includes a landing page, five considerations for practitioners and professionals, three principles for families, two supporting infographics, and an additional resources page, was circulated to a cross-sectorial stakeholder group comprised of researchers, practitioners, and other relevant experts for feedback. A survey was distributed to the same stakeholder group to garner level-of-agreement with the guide, where further distribution within professional networks was encouraged. There were 15 respondents of the survey, with exception to the second section (level-of-agreement with the principles for families), which recorded 14 responses. An overwhelming majority of respondents somewhat or strongly agreed with the considerations for practitioners and professionals (between 87%-100% across the five) and the principles for families (between 93%-100% across the three). This work provides the context, evidence, and methods used to inform the development of the guide, examines the results of the stakeholder survey, and discusses the potential implications of these findings and future action-based avenues for policymakers, educators, researchers, and other sectors.</p>
Leveraging Accessible Play Research for Support of Canadian	Alessia Capone	<p>Introduction: In the world of adapted physical activity, the biopsychosocial approaches used are well documented. Accessible play is now defined beyond physical access and includes an ability for youth to remain in spaces and feel welcomed. This project proposes that current accessible play guidelines could be altered towards considerations for cultural</p>

<p>Indigenous Youth Physical Activity</p>		<p>inclusivity. Colonialization has resulted in a limited ability for many communities to carry out their traditional practices. Limited access to land caused by urbanization of land creates a difficult barrier to Land-based learning. These barriers are amplified by perspectives of Indigenous youth who identify physical activity as a structured exercise regimen that involved “exercise” and “the gym” . Alternatively, elders viewed physical activity more holistically; as movement of any kind, particularly movement relevant to their cultural traditions . This included traditional dances, games, and working the land. The aim of this project is to emphasize the importance of cultural inclusivity in play spaces and outdoor spaces beyond symbolism. The need for play spaces, activities, and programs to be physically accessible/inclusive is well known. Indigenous youth have a right to play and feel the same sense of belonging as their euro-centric peers.</p> <p>Methods: Leveraging the well-developed and researched field of accessible playgrounds, this project highlights how a two-eyed seeing approach through the Holland Bloorview Children’s Hospital’s Playbook. It identifies areas for potential community partnerships, future community based participatory research, and suggests potential strategies through a combination of narratives reviews focused on Indigenous perspectives of physical activity.</p> <p>Conclusion: Developmental frameworks for parks and playgrounds offer a platform for the two eyed seeing approach to diminish barriers and improve access to physical activity by Canadian Indigenous youth. Engaging community partners and empowering/amplifying Canadian Indigenous youth voices should be the primary method towards the development of culturally sensitive play spaces.</p>
<p>The variability and correlates of outdoor play in preschool-aged children</p>	<p>Cody Davenport</p>	<p>Purpose: To examine the: (1) variability and (2) correlates of parental-reported outdoor play between summer and winter months and weekday and weekend days, and (3) correlates of device-based measured outdoor play.</p> <p>Methods: This cross-sectional study utilized data from the Parent-Child Movement Behaviours and Pre-School Children’s Development project. Participants were 107 preschool-aged children (3-5 years) and their parents from Edmonton, Canada and surrounding areas. Children’s outdoor play was measured via a parental questionnaire and the lux feature of ActiGraph wGT3X-BT accelerometers (n=98). In the questionnaire, parents reported on typical weekday and weekend day outdoor play separately for the last month (summer/fall) and</p>



		<p>last January (winter). Correlates from different levels of the socioecological model included individual (children's age, sex, race/ethnicity), parental (parental age, education, household income), microsystem (house type, yard size, number of siblings), institutional (number of hours/week spent in child care), and physical ecology (temperature for fall/summer months only) were measured. Paired sample t-tests (parent-report), a Wilcoxon signed-rank test (device-based), and linear (parent-report) and logistic (device-based) regression analyses were conducted.</p> <p>Results: Children had significantly higher mean outdoor play times in summer/fall months (136.4±85.0 minutes/day) compared to winter months (51.4±32.1 minutes/day) and on weekend days (108.1 ± 65.8 minutes/day) compared to weekdays (86.5±48.6 minutes/day). There was a significant difference in children's median parental-reported outdoor play (120.0±109.3 minutes/day) compared to device-measured outdoor play (5.77± 30.0 minutes/day). In the final linear regression models, parental age (<math>\beta</math>= 2.56; 95%CI: 0.24,4.89) was positively associated with children's parent-reported outdoor play on weekend days and temperature (<math>\beta</math>= 6.49; 95%CI: 4.44,8.55) was positively associated with children's parent-reported outdoor play in summer/fall months. In the final logistic regression model, higher temperature (OR= 1.90; 95%CI: 1.27,2.82) was associated with a higher likelihood of children participating in &gt;30 minutes/day of device-based measured outdoor play, compared to ≤30 minutes/day.</p> <p>Conclusion: Temperature was the most consistent correlate of outdoor play in preschool-aged children. Implementing interventions to promote outdoor play in all weather may help reverse the declining trend of children's outdoor play that has been reported over recent decades. Future research should confirm whether parental age is an important correlate.</p>
Carrefour Francophone	Céline Kerampran	<p>Carrefour francophone de Sudbury is a francophone cultural and community center in Greater Sudbury, Ontario. An applied research project in outdoor education is currently being held in two of the 11 licensed daycares that Carrefour francophone runs in Sudbury. The research is led by College Boreal, specifically by the Child and family social innovation Center. The research aims to document and demonstrate how outdoor programs in early childhood education can improve children wellbeing as well as their educators. Very little research if none is focusing on the benefits of outdoor education for the workers and how it can help them meet the foundations of How does Learning Happen. Also recognized</p>

		<p>through this project is the importance of building relationships and partnerships with the community including Indigenous communities. The research is held until March 2024 and is generously supported by Employment and Social Development Canada.</p>
<p>How do we Measure Active Outdoor Play? A Review of the Active Play Indicator in the Global Matrix Initiative</p>	<p>Dr. Eun-Young Lee</p>	<p>Introduction: Outdoor, natural environment is an important avenue for physical activity and social engagement with numerous health benefits for children and youth. However, confusion exists in the definition and operationalization of active outdoor play. Play, Learn and Teach Outdoors-Network (PLaTO-Net) defined active outdoor play as “a form of play involving physical activity of any intensity that takes place outdoors”. However, there is still an absence of a valid, internationally harmonized measurement, which makes it challenging to study active outdoor play.</p> <p>Purpose: To review the measures for active outdoor play used in different countries from the data drawn from the Global Matrix (GM) initiative.</p> <p>Methods: The GM initiative consists of participating countries following a harmonized process to evaluate physical activity-related behaviours and sources of influence indicators. Data on active play across all four rounds of GM were drawn from relevant peer-reviewed scholarly articles, sources available at the Active Healthy Kids Global Alliance website, or sources cited in Report Cards. Data on type of activity measured, measurement method, items used in survey questionnaire for grading (if applicable), validity and reliability information, challenges mentioned for grade assigned, definitions used, and recommendations.</p> <p>Results: Of 68 countries from GM 1.0 to GM 4.0, 103 sources were utilized for grading the active play indicator. Each source cited was categorized into four data source types: surveys (n = 51), independent studies (n=29), objective measures (n=1), and others (n=22). Most surveys (n=18) and independent studies (n=10) utilized subjective self-report as the measurement method. For the type of activity measured, the most frequently measured was active play (n=30), followed by outdoor play (n=19), unorganized/unstructured PA (n=12), and active outdoor play (n=3). This review is still in a process of analyzing the data. The main findings will be shared at the conference.</p> <p>Conclusion: Limitations and inconsistencies were observed in active play measurements within and across countries. Nevertheless, this review will propose a single item that could</p>

		<p>measure active outdoor play, as defined by the PLaTO-Net. This will contribute to improving AHKGA's benchmark and its harmonization process as well as active outdoor play research and practice more broadly.</p>
<p>Playful neighbourhoods for children's wellbeing: Examining built environment impacts on children's outdoor play during COVID-19</p>	<p>Sani Patel</p>	<p>Outdoor play is a key factor to children meeting their recommended daily physical activity, which has been diminishing over the past decades. The aim of this study was to examine the neighbourhood influences on outdoor play. The study draws upon the secondary data provided by ParticipACTION, a Canadian organization engaged in promoting healthy living and fitness. The data was collected through an online survey involving Canadian households with children aged 5-17 in 2020. During this time, indoor activities were restricted due to the COVID-19 pandemic and outdoor play became even more crucial. The analysis focuses on frequented play locations and movement behaviours in relation to the built environment characteristics of respondents' home locations. A multi-level logistic regression model was constructed with a dichotomous outcome variable of meeting the minimum recommended physical activity guidelines. A diversity of informal play spaces—such as yards, sidewalks, neighbourhood streets, and parking lots—were found to be the most essential for children's meeting the physical activity levels. Walking to public play spaces was statistically significant only for the older children (12-17 years of age). WalkScores were not statistically significant for children achieving physical activity levels. In the younger age group (5-11 years of age), male children were found more likely to achieve the recommended physical activity. As the pandemic prolonged, less children and youth met physical movement guidelines. The study results provide several insights to planners and policymakers on how to design playful and resilient neighbourhoods that can help counteract dismal physical activity levels, accommodate the essential needs of children, and promote individual and collective wellbeing.</p>
<p>Investigating Children's Activity Levels and Movements on Equipment-Based and Naturalized Playgrounds</p>	<p>Kimberly Squires</p>	<p>With recent trends of designing more naturalized playgrounds, it is important to understand how these environments compare to equipment-based playgrounds. Though research has shown that outdoor nature play supports children's learning and development in a variety of ways, the amount of time that children spend in and with nature is variable. Some of this variability is due to a lack of access to natural environments; however, naturalized playgrounds could be an important strategy for increasing access. Limited research has been conducted on naturalized playgrounds within Canada</p>

		<p>and has not focused on the youngest age groups in early childhood education and care (ECEC) settings. Further research was needed to better understand if an environment that has been naturalized, such as a naturalized playground, can also offer similar benefits for young children’s learning and development.</p> <p>To address these gaps, a study was constructed using a quasi-experimental mixed-methods design. During this study, a licensed ECEC setting with toddler and preschool programs transformed its outdoor environment from an equipment-based playground to a more naturalized playground. A variety of pre- and post-renovation cross-sectional data, such as digital video play observations, waist and wrist accelerometer data, and a survey completed by Registered Early Childhood Educators, were collected for each timepoint. This poster focuses on the use of accelerometers and spatial behaviour mapping to understand differences in children’s activity levels and movements between the two types of playgrounds. Significant differences were found in the children’s activity levels, with lower levels observed on the naturalized playground. Additionally, longer pauses in children’s movements and wider use of areas of the playgrounds were also observed on the naturalized playground. These results suggest that naturalized playgrounds may support longer periods of engagement and a wider variety of play opportunities within children’s play. This research is valuable for understanding how children’s development can be supported in outdoor learning environments so that pedagogical, funding, and policy decisions with the highest benefits can be made.</p>
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Booths

Organization	Description
Abilities Centre Ottawa	Abilities Centre Ottawa (ACO) aims to meet the pressing demand in the National Capital Region to address the needs of an increasing proportion of its population that can benefit from the recreational, training, and rehabilitative services and programs that the ACO is uniquely designed to deliver.
Andrew Fleck Children’s Services	<p>Andrew Fleck Children’s Services (AFCS) is one of the oldest and most diversified, multi-service early learning, child care and family support organizations in Ontario.</p> <p>AFCS advocates for high quality, affordable, accessible, accountable and inclusive child care that promotes the optimum physical, emotional, social, cognitive and intellectual development of the child. AFCS believes in a holistic and family-centered</p>



	approach to child care – one that offers a continuum of easily accessible child care
Canadian Centre for Outdoor Play	<p>The Canadian Centre for Outdoor Play (CCOP) is a centre of excellence where practice, policy, and research come together to inspire commitment to advancing outdoor play. It is a collaboration between Outdoor Play Canada, the Healthy Active Living and Obesity Research Group at the CHEO Research Institute, Algonquin College, and Andrew Fleck Children’s Services. Together, the CCOP partnership leads demonstration projects, informs policy and practice, provides professional development opportunities, conducts applied research, and leads nationwide knowledge translation and mobilization efforts to promote and support children, their care providers, their families, and the environments in which they play, learn and live.</p>
Canadian National Institute for the Blind	<p>Founded in 1918, CNIB is a non-profit organization driven to change what it is to be blind today. They deliver innovative programs and powerful advocacy that empower people impacted by blindness to live their dreams and tear down barriers to inclusion. Their work is powered by a network of volunteers, donors, and partners from coast to coast. They serve people with sight loss, their families and friends and our values include: Empowerment, Inclusiveness, Innovation, Passion, Collaboration and Integrity.</p> <p>At BoFA, their team will showcase some adapted tools and equipment such as balls with bells and tandem bikes, that folks with sight loss use to participate in everyday activities. For more information, visit: <a href="https://www.cnib.ca/en?region=on">https://www.cnib.ca/en?region=on</a></p>
Families Canada	<p>Families Canada is the national association of Family Support Centres. With a network of 500+ member agencies and thousands of frontline family service workers across Canada, they are committed to providing leadership and support in the campaign for Canada’s children. Their vision is a Canada committed to building strong families.</p>
#NatureForAll	<p>#NatureForAll is a global movement to inspire, celebrate and restore love of nature. It brings together a diversity of players to share actions, collaborate, and amplify our collective reach to engage new audiences to connect with and fall in love with nature, and ignite action for conservation.</p> <p>Spearheaded by two Commissions of the International Union for Conservation of Nature, #NatureForAll is made up of almost 600 partners from around the world. It is led by a group of committed core partners: Parks Canada, Children &amp; Nature Network, the Alana Foundation, Sustainable Forestry Initiative and IUCN’S World Commission on Protected Areas and the IUCN Commission on Education and Communication.</p> <p>As part of the yearly #NatureForAll Love Fest, we are gathering inspirational stories of falling in love and connecting with nature. Drop by the #NatureForAll booth and share your “Nature Love Story” and enter a chance to win a #NatureForAll toque.</p>

Ottawa Outdoor Gear Library	<p>The Ottawa Outdoor Gear Library's mission is to respond to barriers experienced by racialized and marginalized communities to nature-based experiences, land-based programming, outdoor recreation, and the associated mental and physical health benefits derived from time outside. Their vision is just access to nature-based experiences for all, in all their intersecting identities.</p>
The Outdoor Learning Store	<p>The Outdoor Learning Store is a charitable social enterprise offering excellent outdoor learning equipment &amp; resources with 100% of proceeds going back to supporting outdoor learning non-profit initiatives!</p> <p>At BoFA, their team will host an Outdoor Play trivia game where the lucky winner will win a \$500 shopping spree to the Outdoor Learning Store!</p>
ParticipACTION	<p>ParticipACTION is a national non-profit organization that inspires and supports people living in Canada to make physical activity a vital part of their everyday life. As Canada's premier physical activity brand, ParticipACTION works with its partners, which include organizations in the sport, physical activity and recreation sectors, alongside government and corporate sponsors, to help people living in Canada reduce sedentary time and move more through innovative engagement initiatives and thought leadership.</p>
Peak Play Consulting	<p>Peak Play Consulting Corp is a source for insight, knowledge, ideas, inspiration, guidance and assistance on play environment development projects. Peak Play is an agent and source for some of the most play relevant and highest quality play products from around the world.</p> <p>At BoFA, Peak Play will deliver a workshop on how to build a life-sized beaver house.</p>
Physical & Health Education Canada	<p>Physical and Health Education Canada (PHE Canada) empowers the PHE Community with quality programs, professional development services, and community activations to ensure equitable access to the benefits of quality physical and health education and healthy learning environments. By promoting and advocating quality physical and health education and healthy learning environments, PHE Canada helps ensure each and every child and youth in Canada has the knowledge, skills, and attitudes to lead resilient, active, and healthy lives.</p>
Rideau Trail Association	<p>The Rideau Trail Association Inc. is a charitable organization that stewards over 40 trails that span over 450 km. The main trail, known as the Rideau Trail, is roughly 325 km in length, and goes between downtown Kingston and downtown Ottawa.</p>
Sask Outdoors	<p>The mission of SaskOutdoors is to connect people to the outdoors and inspire curiosity and play in nature by passionately delivering programs and services that promote ecological understanding and environmental responsibility.</p>
Take Me Outside	<p>Take Me Outside is a non-profit organization committed to raising awareness and facilitating action on nature connection and outdoor learning in schools across</p>

	<p>Canada. We believe in a future in which spending time outside playing, exploring and learning is a regular and significant part of every learner's day. We work collaboratively with other organizations, school boards and individuals to encourage children and youth to spend more time outside through various projects and initiatives.</p>
<p>Youth to Sea Program, Oceanwise</p>	<p>With the bold mission to empower individuals to take action to protect and restore our world's oceans, Ocean Wise's Youth to Sea Program engages youth (ages 15-18) to make connections between themselves, their community, and our oceans. Through the 10-month program, youth will participate in learning journeys, soft skill workshops, ocean service projects and shoreline cleanups to build their skillset to be active decision-makers in their local, regional, and national communities.</p> <p>At BoFA, their team will bring an Ocean Wise Discovery Kit with artifacts such as replica skulls, books and interactive games related to whales and sea-forestation.</p>

## Scavenger Hunt | 3:40 – 5:00 pm

Join us for a scavenger hunt through the Ottawa Forest and Nature School grounds for a chance to win some prizes! Meet at the Great Big Tent.

## BREAK | 5:00 – 5:30 pm

## Dinner & Take It Outside Film Screening | 5:30 – 8:30 pm

Join us for a delicious meal at the Great Big Tent and get to know your colleagues with a Nature Storytelling Love-Fest activity, sponsored by #NatureForAll!

After dinner join us for a screening of the locally-produced film 'Take It Outside' at the Great Big Tent!

## Fireside Chat | 8:30 – 10:00 pm

The film screening will be followed by a fireside chat, led by the Support Outdoor Learning Preparedness for School Leaders advocacy group to discuss and share resources/ideas related to outdoor learning.

Beverages by Kichesippi Beer Co and campfire snacks on offer! Held at The Yurt firepit.

# Thursday September 28th | Schedule

Time	Location	Event
7:30 - 8:00 am	Great Big Tent	Guided Morning Hike
7:30 - 9:00 am	Food Pavilion	Breakfast (on-site)
8:00 - 9:00 am	Shady Tree Row	Smudging Ceremony
8:00 - 4:00 pm	Q&A Tent	Check-in (open all day)
9:00 - 10:25 am	Cluster 3 / Great Big Tent	Concurrent Sessions A, B, C, D
10:35 am - 12:00 pm	Cluster 3 / Great Big Tent	Concurrent Sessions E, F, G, H
12:00 - 1:30 pm	Food Pavilion	Lunch (on-site)
1:00 - 2:20 pm	Shady Tree Row	Outdoor Exhibit Area (for details see pg. 10)
1:00 - 2:20 pm	Shady Tree Row	Medicine Making (Cedar Tea)
2:30 - 4:00 pm	Great Big Tent	OPC Board of Directors Discussion, Awards Presentation, & Unveiling of the New Forest Explorers Building - Home of the Canadian Centre for Outdoor Play
4:10 - 6:00 pm	Cluster 3 / Great Big Tent	Outdoor Play Workshop Sessions I, J, K
6:00 - 7:00 pm	BREAK	
7:00 - 9:00 pm	Food Pavilion	Dinner (on-site)
9:00 - 11:00 pm	The Yurt	Evening Fireside Chat & Sing-Along with Greg Taylor (onsite)



Guided Morning Hike | 7:30 – 8:00 am

A morning hike through the Wesley Clover Park trails. Meet at the Great Big Tent.

Smudging Ceremony | 8:00 – 9:00 am

Join Norma Pelletier for a smudging ceremony. Meet along Shady Tree Row.

Breakfast held concurrently at the Food Pavilion (open at 7:30am).

Thursday September 28th | Sessions A/B/C/D | 9:00 – 10:25 am

Session A: Outdoor Play and Systems-Level Change

Title	Time	Speaker	Abstract
Mapping children’s outdoor play behaviour at Vancouver child care centres: findings from the PROmoting Early Childhood Outside study	September 28th 9:00 – 9:25 am in Cluster 3 – Maple Site	Dr. Mariana Brussoni	<p>Background: Participation in outdoor play benefits children’s health, well-being and development. To enhance children’s outdoor play, it is important to understand outdoor environments that support the early years. The PROmoting Early Childhood Outside (PRO-ECO) study aims to understand the association between outdoor play behaviour, and outdoor environment characteristics and affordances at child care.</p> <p>Methods: Child care centres across the Greater Vancouver region of British Columbia were engaged to participate in this study. A comprehensive outdoor play program (the ‘PRO-ECO program’), including educator training, outdoor built environment modifications, policy development and parent-engagement strategies, was co-developed to be responsive to local needs and priorities. Data were collected at three-time points (baseline, 6-month follow-up and 1-year follow-up) to evaluate the impact of this program over time. We collected observational data using</p>

			<p>observational behaviour mapping to measure children’s observed outdoor play behaviour in relation to physical spatial location during designated outdoor play times.</p> <p>Results: A total of 231 children across 8 child care centres participated in this study. In this presentation, we will showcase the PRO-ECO program, and learnings from its implementation. In addition, we will present early findings on children’s outdoor play behaviour at child care, including descriptive maps that illustrate trends in play behaviours at each participating child care centre.</p> <p>Conclusion: These results will demonstrate how a comprehensive outdoor play program can influence children’s outdoor play at child care, considering educator training, the outdoor built environment, child care policies and parent-engagement. These findings will provide evidence on the essential factors to consider to increase and support children’s outdoor play at child care.</p>
Seasonal variation and changes in children’s outdoor time during the COVID-19 pandemic: a national longitudinal study	September 28th 9:30 - 9:55 am in Cluster 3 - Maple Site	Dr. Richard Larouche	<p>Introduction: Greater time spent outdoors among children and youth is associated with higher physical activity, better psychosocial health, reduced risk of myopia, and more favourable indicators of social and cognitive development. Given that the COVID-19 pandemic has altered movement behaviours, we assessed how outdoor time (OT) evolved during the pandemic from December 2020 to June 2022.</p> <p>Methods: A national sample of 2,291 parents of 7- to 12-year-olds across Canada was recruited and participants were invited to complete a survey every 6 months until June 2022 (up to 4 surveys). Parents reported the amount of time their child spent outdoors on weekdays and weekend days during the week preceding the survey. Data on average maximum temperature and total precipitation in the week preceding the survey were obtained from Environment Canada. We used generalized linear mixed models with robust covariance to examine changes in OT while</p>

			<p>controlling for weather variables and parent-reported household income, and age and gender of the child.</p> <p>Results: Average OT reported at each time point were 1.5 (<math>\pm</math> 1.1), 2.2 (<math>\pm</math> 1.4), 1.4 (<math>\pm</math> 1.1), and 1.9 (<math>\pm</math> 1.3) hours/day respectively. In the fully-adjusted model, OT was significantly higher in June survey waves compared to December (<math>p&lt;0.001</math>) and the decrease between June 2021 and June 2022 was statistically significant (<math>p=0.020</math>). OT decreased by 5 min/day (95% CI = 3; 7) with each year of age. OT was lower in girls vs. boys (-8 min/day; 95% CI = -13; -3) and in children from families earning <math>\geq</math>\$100,000/year vs. <math>\leq</math>\$39,999/year (-11 min/day; 95% CI = -21; -2). Temperature and precipitation were not associated with OT (<math>p&gt;0.1</math>). In gender-stratified models, findings were similar, but the association between income and OT was no longer significant.</p> <p>Discussion: During the COVID-19 pandemic, Canadian children spent less time outdoors in December compared to June data collection waves. Our findings suggest that removal of pandemic restrictions did not counteract the age-related decline in OT. Additional efforts are needed to promote OT in winter months and to address socio-demographic disparities in OT.</p>
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A Case Study of Visual Communication to Mobilize Outdoor Play Research	September 28th 10:00 - 10:25 am in Cluster 3 - Maple Site	Shelagh Pyper & Aishwarya Raguraman (co-author)	This talk will begin with foundational concepts in science communication to the general public, including how to isolate your Key Message, making things concrete, and story telling. It will then share specific examples of a report synthesis, infographics and a whiteboard video used to visualize and mobilize the Outdoor Play State of the Sector Report and the Position Statement on Outdoor Play.
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**Session B: Advancing Outdoor Play and Rethinking ECE Programs**

Title	Time	Speaker	Abstract
Measuring Early	September 28th 9:00 - 9:25 am in	Rachel Ramsden	Introduction: Early learning and child care settings are important environments for

Childhood Outside: describing the current context for outdoor play provision in Canadian early learning and child care centres	Cluster 3 - Ash Site		<p>children’s outdoor play and provide experiences that may not be available in home or community settings. The Measuring Early Childhood Outside study aims to understand the current context for outdoor play in early learning and child care centres in Canada through a national survey.</p> <p>Methods: A national survey was distributed in Spring 2023 to early learning and child care centres in English and French. Early learning and child care centres that deliver full-time, group care to children aged 0-6 years (prior to primary school entry) were eligible to complete the survey. The survey measured the extent and quality of outdoor play provision, the available physical infrastructure, training and policy supports, and outdoor play pedagogy. Quantitative descriptive analysis and qualitative thematic analysis were used to derive preliminary findings.</p> <p>Findings: This presentation will highlight the preliminary results of this national survey, including trends in outdoor play by province and age group, and in relation to provincial licensing regulations. Descriptive information on beneficial and limiting factors to support outdoor play at early learning and child care programs will also be examined.</p> <p>Conclusion: These findings will increase national and international understanding of outdoor play provision in the early years, and showcase key areas for future research and policy consideration.</p>
Children’s Daily Entanglements in their Outdoor Play Space at a Child Care Center	September 28th 9:30 - 9:55 am in Cluster 3 - Ash Site	Laurel Donison	Research shows that outdoor learning and play is important in many ways, therefore access to the outdoors and opportunities for outdoor play need to be available to all children. I will present on my PhD research project, which draws on new materialism to focus on a group of preschool (2.5-4 years of age) children’s daily experiences and perspectives of an outdoor play space at a childcare center in a lower socio-economic neighbourhood in the greater Toronto area. I explore children’s relations,



			<p>feelings, daily experiences and perspectives about this particular space. Using a relational ethnographic approach, I pay close attention to children’s “multilayered and complex daily practices in ECEC”. My data collection methods include arts-based methods such as photography, drawing and constructing 3-d figures, informal interviews with children and my own photographs and field notes. I focus on the outdoor space and children’s interdependent relations with both human and non-human entities within this space. I also pay close attention to my own role as a researcher, and how the relations I develop with the children and outdoor space become entangled within my research. In this presentation I will share children’s engagements during winter, spring and summer to provide insight into how seasons and related weather shape children’s experiences. I will address children’s agency from a relational perspective which argues that agency is “socially and relationally produced”. I will focus on children’s intra-actions with both human and non-human forces in the outdoor space to provide insight into new possibilities and understandings that can emerge through relational approaches.</p>
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<p>Playing with fire!?</p>	<p>September 28th 10:00 - 10:25 am in Cluster 3 - Ash Site</p>	<p>Christina Pickles</p>	<p>Fire! Can we play with fire? What can that look like? Is it appropriate? Should it be a tool? What is the appropriate language to use when talking about fire with children? Working with school-age children has opened my eyes to the opportunities and challenges around fire. It has brought children together and created strong play bonds that would not have been possible otherwise.</p>
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**Session C: Walking Together: Transforming Early Childhood Education Practice and Research through Two-Eyed Land-Based Play and Co-Learning**

Title	Time	Speaker	Abstract
<p>Walking Together: Transforming Early</p>	<p>September 28th 9:00 - 10:25 am</p>	<p>Louise Zimanyi, Elder Albert</p>	<p>Embracing the principles of Etuaptmumk/Two Eyed Seeing – the gift of multiple perspectives in the Mi’kmaq language, Land-Based Play and</p>

<p>Childhood Education Practice and Research through Two-Eyed Land-Based Play and Co-Learning</p>	<p>in Cluster 3 – Cedar Site</p>	<p>Marshall &amp; Lynn Short (co-author)</p>	<p>Co-Learning through Etuaptmumk/Two-Eyed Seeing is a new course in Humber College’s Early Childhood Education program in Toronto.</p> <p>The course builds on the benefits of outdoor and nature-based play, braiding Indigenous and non-Indigenous perspectives and ways of knowing together for the benefit of all. Engaging learners and faculty in respectful, reciprocal, and responsible Land-based relationships and experiences in the 250-acre Humber Arboretum including storytelling, teachings, co-learning and reflection, in all seasons and weather, the course is shaped by the traditional territories and Land that Humber is located on.</p> <p>Humber College is located within the traditional and treaty Lands of the Mississaugas of the Credit. Known as Adoobiigok [A-doe-bee-goke], the “Place of the Alders” in Michi Saagiig [Mi-Chee Saw-Geeg] language, the region is uniquely situated along the Humber River Watershed, which historically provided an integral connection for Anishinaabe [Ah-nish-nahbay], Haudenosaunee [Hoeden-no-shownee], and Wendat [Wine-Dot] peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.</p> <p>Co-taught by Indigenous and non-Indigenous faculty, the course is supported by local and regional Indigenous Elders, Knowledge Holders, mentors and storytellers and Humber Indigenous Education &amp; Engagement. A research study explored how the Land-based Play and Co-Learning through Etuaptmumk/Two-Eyed Seeing course engages the spirit, heart, mind and body of learners and faculty and helps action personal and collective responsibilities to all beings. Co-led by faculty co-teaching the course and Maamaawisiwin Education Research Centre, the study embraced both Indigenous and allied research methodologies through pre and post surveys</p>
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			<p>(qualitative and quantitative) and sharing circle/focus groups. In prioritizing a co-led process through a Knowledge and Research Collective, all participants were empowered to engage in transformative and generative knowledge co-creation. Through storytelling and visuals, findings show that Walking Together can guide and contribute to decolonizing practice, pedagogy, and research in outdoor and nature-based play education in response to the Truth and Reconciliation Calls to Action.</p>
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**Session D: Panel – Outdoor Natural Spaces and Urban Development**

Title	Time	Speaker	Abstract
Outdoor Natural Spaces and Urban Development	September 28th 9:00 - 10:25 am at the Great Big Tent	Dr. Hilary Caldwell, Cathy Curry, Dr. Raktim Mitra & Stephanie Watt	<p>In Kanata (a suburb of Ottawa), the 40 Percent Agreement was crafted in 1981 to ensure that a minimum of 40% of total land area in Kanata North remains open, accessible greenspace to enhance community livability. However, pressures to develop currently undeveloped land are putting that Agreement to the test. The story of Kanata inspired a panel discussion for this year's BoFA; how do we balance/manage the need for urban development with that of protecting and preserving natural spaces for play, recreation, and ecological integrity?</p>

Thursday September 28th | **Sessions E/F/G/H** | 10:35 am – 12:00 pm

**Session E: Environmental Considerations and Outdoor ECE**

Title	Time	Speaker	Abstract
<p>“I'd rather learn outside because nature can teach you so many more things than being inside”:</p>	September 28th 10:35 - 11:15 am in Cluster 3 - Maple Site	Dr. Tanya Halsall	<p>Introduction: Outdoor and nature-based activities promote better health and academic outcomes for children. Since children spend a significant amount of time within the school context, outdoor learning (OL) represents a critical opportunity for students to experience increased exposure to the outdoors and nature. Yet, application of OL has been inconsistently</p>

Outdoor  
learning  
experiences  
of young  
children and  
educators

integrated into mainstream pedagogical curriculum in Canada; therefore, many students do not receive the opportunity to participate.

Purpose: This study was designed to explore student and educator experiences within OL and responds to the questions: 1) What are young children's perspectives of learning within an outdoor context? And 2) How do educators support OL opportunities for children in early elementary school?

Methods: This paper presents findings from a larger developmental evaluation designed to capture emergent practices in OL to support broader scaling to improve equitable access. Qualitative semi-structured interviews were conducted with students, their families and school staff participating in OL within public schools across Canada. Interview guides were designed to examine successes and challenges, environmental influences, key lessons learned, and student experience. 27 school staff participated (24 female, three male). Participants were located across Canada with 16 schools from Ontario, eight from British Columbia, two from Alberta and one from Manitoba. We also interviewed seven children between the ages of four and nine years old (one female, six male; mean age = 6.4 years), and five mothers.

Results: We present findings on themes that emerged from the analyses focused on children's immersive experiences within the environment, the dimensions of the outdoors that shape learning experiences, child-led explorations and novel elements that promote curiosity and engagement. We centre children's voice to highlight their perspective and experiences.

Conclusion: This research captures OL that is currently being implemented in public elementary schools within Canada and how the natural features of the environment drive these opportunities. Our findings provide insight into the meaning and value of OL for young children. These findings can be applied to support



Title	Time	Speaker	Abstract
<p>Promoting Outdoor Play in ECE</p>	<p>September 28th 10:35 - 11:00 am in Cluster 3 - Ash Site</p>	<p>Andrew Taylor</p>	<p>Experience and evidence show that children are healthier and happier when they are outdoors. However, the components of our early learning and child care (ELCC) system - everything from government policy to building and playspace design to college curriculum for educators - simply weren't conceived to promote outdoor play. For the last two and half years, the Lawson Foundation's Outdoor Play Strategy has been supporting eight projects across the country. Each is focused on a different aspect of the ELCC ecosystem, and each is designed to test new strategies to build adult capacity to support young children's outdoor play in ELCC settings. This presentation will share interim findings from the national evaluation of this strategy. These findings are based on a synthesis of local evaluation work in each of the eight projects as well as insights gained from the evaluation team's site visits and in-depth interviews with project leaders at each stage of their work. We will explore and share how trainers are using coaching, documentation, and emergent curriculum with adult learners in order to build confidence and skill; ELCC centres are changing the way they design outdoor spaces and creating new kinds of policies and procedures in order to promote outdoor play; outdoor play leaders are working with partners in government, post-secondary training, ELCC centres and other sectors to advance systemic change. We will make the case that these diverse projects are able to support one another because they are networked, and work from a set of shared principles derived from outdoor pedagogy despite many contextual and some philosophical differences. These principles, though still evolving, make it possible to develop unique local solutions which are also informed by the lessons learned elsewhere.</p>
<p>Municipal Outdoor Play</p>	<p>September 28th 11:05 - 11:30 am</p>	<p>Dr. Hilary Caldwell</p>	<p>Children's outdoor play is influenced by the many places and spaces where they live, learn,</p>



Policies in Nova Scotia	in Cluster 3 – Ash Site		<p>and play, including their neighbourhood and communities. Given the associations between communities and children’s outdoor play, policies that enhance opportunities for outdoor play are needed in children’s everyday environments. Through a content analysis of Nova Scotia municipal physical activity strategies using the Play-Friendly Cities Framework, we determined that outdoor play policies could be further prioritized as a strategy to increase children and youth’s physical activity levels. The purpose of this presentation is to describe the development and implementation of outdoor play policy actions in Nova Scotia. From 2021-2023, the UpLift school-university-community Partnership worked with 4 communities in Nova Scotia to develop policy actions to increase children and youth’s outdoor play. We facilitated community engagement workshops with community representatives from education, health, recreation, local government, not-for-profit, and other organizations. Workshop content included: development of community profiles, discussion of barriers and facilitators to outdoor play, local youth perspectives, and steps of the policy development process. Participants worked together to develop a municipal vision for outdoor play and outdoor play policy actions in their communities. Evaluation of the workshops showed that participants increased their confidence to develop physical activity policies and that the workshops provided an opportunity to collaborate with partners from multiple organizations. Since the workshops, communities are in various stages of policy implementation. Our presentation will provide an overview of this project, our lessons learned, and the progress to date in participating communities.</p>
NatureKids BC measurement frameworks – Uncovering Benefits of	September 28th 11:35 am – 12:00 pm in Cluster 3 – Ash Site	Rebecca Law	<p>If we engage children (with their families) in early experiences with BC flora and fauna, then we will create a community of healthy, lifelong stewards of BC ecosystems with eco-literate behaviors, because children felt nature’s healing connection and grow with a desire to protect</p>

Lasting Connections to Nature			<p>it. As a 23-year-old organization with program 500 – 1000 alumni from each year, we are keen to better understand the impact of the NatureKids BC program nature experiences on the following (and other) key life skills and decisions made by participant children and family alumni:</p> <ul style="list-style-type: none"> <li>· academic &amp; career choices</li> <li>· relationship to nature through different life stages and events</li> <li>· decision-making generally</li> <li>· family health and internal relationships</li> </ul> <p>The purpose of this project is to determine to what degree NatureKids BC is activating its belief that enabling children to access nature-based activities, in the company of passionate role models, with a sustained frequency, will embed a love of nature and a long-term commitment to protect it. We may also set the stage for an established alumni engagement program where youth who have grown out of the program return in post secondary or with their young families to participate and contribute. There is exhaustive evidence within the child and nature movement to refer to as a backdrop to provide NatureKids BC with options on evaluation tools. Early childhood development indicators, outdoor play impact measures, family relationship measures, etc. Ultimately, we are curious about:</p> <ul style="list-style-type: none"> <li>· Do our participants develop a love of nature?</li> <li>· In what ways do they then seek to protect nature as they grow?</li> </ul>
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Session G: Rethinking Recess

Title	Time	Speaker	Abstract
<p>Rethinking Recess: Moving from Conflict and Isolation to Harmony and Belonging (Keywords/Themes: outdoor play, children, recess,</p>	<p>September 28th 10:35 am - 12:00 pm in Cluster 3 - Cedar Site</p>	<p>Dr. Lauren McNamara &amp; Tricia Zakaria</p>	<p>During the school day, children need opportunities for free play and positive social interaction with peers, and recess provides an important space for this to happen. It is well-understood that positive social opportunities influence school engagement, academic motivation, psychosocial development, and overall well-being - all precursors to academic success. Yet, research on recess in Canadian schools indicates unacceptably high levels of victimization, isolation, and conflict that undermine healthy play and positive social</p>

school day, environments, systemic changes, policy)			interactions. In this presentation, Dr. Lauren McNamara, the founder and Director of The Recess Project, will share results from her mixed-methods study of children’s recess enjoyment, affect and preferences. Along with Tricia Zakaria, Director, Programs and Education at PHE Canada, Recess Project Canada and PHE Canada will then share evidence-based strategies and policies for addressing long-term, systemic changes to the way schools approach recess.
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**Session H: Panel – Licensing of Outdoor ECE**

Title	Time	Speaker	Abstract
Licensing of Outdoor ECE	September 28th 10:35 am - 12:00 pm at the Great Big Tent	Representatives of the National Panel on Licensing Outdoor Early Childhood Education & Ontario government representation	<p>The National Panel on Licensing Outdoor Early Childhood Education (ECE) in Canada (“The National Panel”) is an initiative of the Canadian Centre for Outdoor Play that aims to advance efforts towards changing ECE licensing regulations across provinces in Canada. The ultimate goal is to achieve – in part through policy, system, and sector advocacy by the National Panel – a commitment by provincial governments to support equitable access to outdoor ECE for all children living in Canada by making these programs eligible for fee subsidy through local municipalities. These efforts will in turn lead to the normalization of outdoor play and learning at a societal level.</p> <p>Join members of the National Panel, alongside government representatives from Ontario, to discuss what is being done in the outdoor ECE sector across Canada, ongoing and new licensing issues, and what is needed to leverage change.</p>

**Lunch | 12:00 – 1:30 pm (Food Pavilion)**

Thursday September 28th| **Outdoor Exhibit Area** | 1:00 – 2:20 pm

**Poster Sessions and Booths** - Shady Tree Row  
(see page 10 for detailed abstracts and booth descriptions)

**OPC Board of Directors Discussion and Awards Presentation |**  
**2:30 – 3:20 pm**

Meet the Outdoor Play Canada (OPC) Board of Directors and join us in celebrating individuals and organizations across Canada that have demonstrated exceptional commitment and leadership in the promotion of outdoor play. Held in the Great Big Tent.

Thursday September 28th | **Unveiling of the Forest Explorers Building** | 3:30 – 4:00 pm

Join us in the unveiling of the new Forest Explorers Building, home of the Canadian Centre for Outdoor Play, a centre of excellence where practice, policy, and research come together to inspire commitment to advancing outdoor play!

Thursday September 28th | **Sessions I/J/K** | 4:10 – 6:00 pm

**Session I: Outdoor Play and Children’s Mental Health**

Title	Time	Speaker	Abstract
Outdoor Play and Children’s Mental Health	September 28th 4:10 – 6:00 pm in Cluster 3 – Maple Site	Marlene Power	The landscape of childhood has changed, and for many, in a state of recovery from a lived experience that now includes concepts such as ‘isolation’, ‘social distancing’ and ‘quarantine’. The complexities children face are vast, and with this, the adults who live with or work with children are also asked to rise to the occasion of many competing needs.

			<p>This workshop will explore the role of outdoor play in supporting the whole child, specifically as a way to address more complex needs in a complex world, and an appropriate intervention to address an array of adverse childhood experiences {ACE's}. We'll explore:</p> <ul style="list-style-type: none"> <li>● The evidence-based behind outdoor play as a support for children's mental health, including how it acts as a buffer from stressful experiences.</li> <li>● How children who have experienced ACE's are forced to grow up prematurely, having a great impact on both their overall development, as well as their opportunities and ability to play freely.</li> <li>● Principles and practices that can be embedded into a variety of settings to support children and adults alike.</li> </ul>
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**Session J: Nature Based Learning and Play as a Tool for Reconciliation**

Title	Time	Speaker	Abstract
Nature Based Learning and Play as a Tool for Reconciliation	September 28th 4:10 - 6:00 pm in Cluster 3 - Ash Site	Jade Berrill	<p>Acknowledging the truth of the treatment of Indigenous people in Canada and working towards reconciliation should be a central theme when learning and playing with, on and from the land outdoors. As a non-Indigenous educator, tackling this subject or recognising and sharing the importance of Indigenous perspectives in nature can be challenging and fraught with fear. After seven years of learning and relationship building with Indigenous mentors, this workshop will share how play based learning can support recognition and connection to Indigenous perspectives, support Indigenous language revitalisation (whilst building literacy overall) and build relationship to place that honours and works to reconcile the most recent treatment of our environment and the people who have called it home for millenia. With personal examples and those published by well respected environmental educators this workshop will share the tools (and takeaway activities) to begin your own journey into reconciliation through play.</p>

Session K: Reducing Barriers to Accessing Outdoor Opportunities

Title	Time	Speaker	Abstract
Reducing Barriers to Accessing Outdoor Opportunities	September 28th 4:10 - 6:00 pm at the Great Big Tent	Abilities Centre Ottawa, Canadian Disability Participation Project & Ottawa Outdoor Gear Library	Barriers to accessing outdoor opportunities comes in many forms. Join representatives from the Ottawa Outdoor Gear Library, Abilities Centre Ottawa, and the Canadian Disability Participation Project to discuss how and why each of their initiatives were started; what issues/barriers they each seek to address; what initiatives they have each launched; and major learning moments. A key goal of this knowledge exchange is to think about barriers and access from multiple perspectives, how these perspectives often intersect, and identify opportunities for learning, support, and impact amplification.

BREAK | 6:00 – 7:00 pm

Dinner | 7:00 – 9:00 pm (Food Pavilion)

Evening Fireside Chat & Sing-Along | 9:00 – 11:00 pm

After dinner, join us for an evening of casual conversation and sing-a-long tunes led by Greg Taylor.

Beverages by Kichesippi Beer Co and campfire snacks on offer! Held at The Yurt firepit.



Friday September 29th | **Schedule**

Time	Location	Event
7:30 - 8:30 am	Great Big Tent	Morning Walk & Talk
8:30 - 9:50 am	Food Pavilion	Breakfast
9:00 - 9:50 am	Shady Tree Row	Healing Circle
10:00 - 10:30 am	Great Big Tent	Storytelling Sessions with the Ottawa Forest and Nature School
10:40 - 12:00 pm	Cluster 3 / Great Big Tent	Concurrent Sessions L, M, N
12:10 - 12:30 pm	Great Big Tent	Closing

**Morning Walk & Talk | 7:30 – 8:30 am**

Come for a morning walk & talk through the Wesley Clover Park grounds. Meet at the Great Big Tent.

**Breakfast | 8:30 – 9:50 am (Food Pavilion)**

Norma Pelletier will be hosting a healing circle right after breakfast is served along Shady Tree Row.

**Storytelling Sessions | 10:00 – 10:30 pm**

Join the Ottawa Forest and Nature School children and educators for stories about their adventures at Wesley Clover Parks. Held at the Great Big Tent.

Friday September 29th | Sessions L/M/N | 10:40 – 12:00 pm

Session L: It is not Easy Being (Playfully) Green: The Research and Practice of Play-Based Learning Out-Of-Doors in Schools

Title	Time	Speaker	Abstract
It is not Easy Being (Playfully) Green: The Research and Practice of Play-Based Learning Out-Of-Doors in Schools	September 29th 10:40 am – 12:00 pm in Cluster 3 – Maple Site	Dr. Trista Hollweck & Nicolas Gourde (co-presenters)	<p>What is ‘green play’ and what does it look like for middle years students (grades 4-8) in Canada and beyond? What are the benefits for students engaged in play-based learning out-of-doors in schools? What are some of the challenges for schools and educators trying to implement (more) green play in the middle years? In this bilingual presentation, Trista and Nicolas aim to answer these questions (and more!) based on the findings from research and practice.</p> <p>The session will start with a presentation of findings from our recent scoping review of the international scholarly literature from 2012–2022 on out-of-doors play-based learning in the middle years (grades 4-8) context (1680 studies screened). The aim of the scoping review was to better understand what the extant literature tells us about ‘green play’ for students 8-14 years of age within regular school hours. Three out-of-doors play contexts (urban, human-made and nature) will be presented from the reviewed literature, along with some of the key characteristics of learning through play out-of-doors, examples from practice, curricular connections and reported outcomes for students. Gaps in the literature and possibilities for future research studies will also be discussed.</p> <p>The second part of the session focuses on practice and how green play is understood and being implemented in schools that are part of the Canadian Playful Schools Network (CPSN). The first-of-its kind network funded by the Lego Foundation and hosted at the University of</p>

		<p>Ottawa was launched in 2022 and brought together educators from 41 English-language and French-language schools in urban and rural settings across 7 provinces. Across the bilingual network, a majority of the participating schools implemented green play-based learning and explored its connection to learning on the land, reconciliation, community partnerships, digital technology and science curricula. We will share examples of green play from the participating CPSN schools and what network members have reported on the impact this type of learning is having on their staff, students and community.</p> <p>The session will end with an open discussion and a focus on next steps for research and practice. Participants will be free to participate in this session in English and/or French.</p>
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**SESSION M: Promoting Accessible and Inclusive Outdoor Play in ECE**

Title	Time	Speaker	Abstract
CDPP Symposium: Promoting Accessible and Inclusive Outdoor Play in Early Childhood Education	September 29th 10:40 am - 12:00 pm in Cluster 3 - Cedar Site	Dr. Kelly Arbour-Nicitopoulos, Alessia Capone, Dr. Maeghan James & Nikoleta Odorico	<p>This symposium will explore how to create more opportunities for children with disabilities to be active outdoors in childcare centres. Informed by the United Nations’ Right of the Child to Play, our team is committed to providing children experiencing disability access to more accessible and inclusive physical activity opportunities in their communities. Public health efforts in Canada have focused on time outdoors in active play as one main method of increasing health and developmental outcomes in children. Childcare centres, and early childhood educators, have a critical role to play with supporting young children’s time spent outdoors. However, for children experiencing disability, time spent outdoors may often translate into feelings of social isolation due to the lack of accessibility of the physical, social and program environments.</p> <p>Methods/Activities: Through this symposium, we will share insights from our inclusive playground research (Play Finds a Way) towards building inclusive and accessible outdoor education</p>

			<p>spaces for children in the early years. This session will begin with an overview of the Canadian Disability Participation Project's conceptualization of quality participation for persons with disabilities, followed by the sharing of key findings and available evidence-based resources (e.g., Playbook on Considerations and Strategies for Designing Inclusive Playgrounds and the Quality Playground Participation Blueprint for Children with Disabilities) created using the findings from our team's inclusive playground research. We will apply the knowledge gained from parents, children, and professional participants through the inclusive playgrounds research to early childhood settings through the audience's active participation. Using the quality participation framework and the available resources introduced as a guide, attendees will participate in a hands-on activity to better understand how outdoor educational activities can be intentionally designed and implemented for young children experiencing disability. The remainder of the session will involve guided discussion as an opportunity for sharing insights that attendees can use to enhance their own practice in outdoor play and early childhood education.</p>
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SESSION N: Panel – The Future of Outdoor Play

Title	Time	Speaker	Abstract
The future of outdoor play in Canada & where to next	September 29th 10:40 am - 12:00 pm in the Great Big Tent	Mallory Donaldson, Dr. Eun-Young Lee, & Dr. Frank Welsh	<p>The 2015 Position Statement on Active Outdoor Play served as a galvanizing force for the outdoor play sector in Canada and inspiration for stakeholders globally. It brought together previously disconnected groups from education, community, health, environment, wildlife, ecology, law, and Indigenous rights that collectively shared a passion for outdoor play. The Position Statement provided direction and a common purpose: to promote healthy growth and development among children in harmony with the outdoor, natural environment. It prompted The Lawson Foundation to reorient their strategic priorities towards outdoor play,</p>

resulting in a ~\$11 million commitment (to date) to support Canadian communities in increasing children's opportunities for outdoor play. The Position Statement also influenced a British Columbia Supreme Court ruling related to a playground injury lawsuit. Additionally, it spurred a 10-fold increase in academic publications on outdoor play in Canada and inspired the official launch of Outdoor Play Canada (OPC) and the Play, Learn, and Teach Outdoors Network (PLaTO-Net). These developments demonstrate the profound impact of the Position Statement in advancing the cause of outdoor play for Canadian children.

In 2025 it will be 10 years since the release of that Position Statement; an opportune time to reflect back and look forward. Join our panelists, Dr. Frank Welsh, Josh Fullan, Dr. Eun-Young Lee, and Mallory Davidson as they discuss what they see as the next steps for the outdoor play sector in Canada, from each of their unique perspectives.

**Closing | 12:10 – 12:30 pm**

All good things come to an end! Join us in wrapping up another successful Breath of Fresh Air Outdoor Play Summit! Held at the Great Big Tent.



**We're so excited to see you !**

**Questions? Contact us: [info@outdoorplaycanada.ca](mailto:info@outdoorplaycanada.ca)**

**Or come see us in-person during the Summit at the Q&A Tent!**