



Picture News

What's going on this week?

A German professor believes that secure playgrounds prevent young people from finding out important dangers during their early years. Rolf Schwarz, from Karlsruhe College of Schooling in Germany, argued that 'we want to permit youngsters to return into touch with threat'. Built in 2018, the very high climbing tower, with many risky obstacles in Berlin-Frohnau's Ludwig Lesser Park is an example of a trend that has become popular in Germany over the last five years.

Main question:

Do we need to experience danger to learn how to be safe?

Listen, think, share

- Look at this week's poster and talk about what you can see. Explain that the picture is of a park in Germany that has been designed to pose risks for children, including a high tower and some pointy edges. Why do you think the creators might want to add dangers? Talk about what you could learn from facing risks of this kind.
- Watch this week's useful video (link found overleaf). It discusses the importance of risk in a child's play and explains the idea of adventure playgrounds. Do you think adventure playgrounds are a good idea and would you like to use one?
- Read the information found on the assembly resource, which explores the difference between traditional parks and adventure playgrounds. Can you make a list of the pros and cons of each and consider which you prefer overall?
- Discuss what the parks are like near to you. How often do you visit and what parts do you enjoy? What are the safety aspects that are in place? E.g. rubber mats, safety handles or nets.
- Can you make a list of possible features of a park (this could include things like the slide, swings or zip-line or could be more creative e.g. sandpit or construction toys). Discuss how safe they are and the risk or learning opportunity they provide.

Reflection

Parks and playgrounds can be a great source of fun and can provide an opportunity for us to learn about our own limits and how to assess risk. It is important for there to be a balance between opportunities for learning and taking calculated risk.



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KS1 Focus

Question:

What do you think makes a playground fun?

Listen, think, share

- Discuss some of the playgrounds you have visited. What was in them e.g. slide, swings, roundabout, climbing frame? When did you visit? Where was the playground? How long did you spend there?
- Many of us enjoy spending time in playgrounds and find them fun. Do you find them fun?
- Look at resource 1, where some children share why they find playgrounds fun. What makes a playground fun for you? Does everybody find the same things at a playground fun? Have you ever been to a playground that you didn't find fun?
- Discuss some of the reasons why someone might not have fun at a playground e.g. some of the equipment was too easy/hard to use, they hurt themselves, they don't enjoy being outside/active, they felt too hungry or tired to play.
- Focus on Jumaana's comment. She says she finds all playgrounds fun because she likes to be outside, with her friends. What do you think about this? Do you think all playgrounds can be fun? Might how much fun you have depend on other factors such as who you are with, the weather, how you are feeling that day?

Reflection

Most of us find playgrounds fun. We may enjoy playing on the equipment, being outside, making up games or being with friends. Whatever our reasons, it is good to have different playgrounds we can use.



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KS2 Focus

Question:

How have playgrounds changed over time?

Listen, think, share

- Create a list of some of the things we might find in a playground today. Which pieces of equipment do you enjoy using the most/least?
- Explain that playgrounds have changed over time and that our parents, grandparents and great grandparents would each have had different experiences of playgrounds.
- Look at resource 2, where two people share their experiences of the playgrounds they used as children. From their descriptions, what do you think is different from playgrounds today? What is the same?
- Focus on the information provided about adventure playgrounds. Do you think you would enjoy playing here? Can you imagine using tools and making fires in a playground? Why do you think there are few adventure playgrounds found today?
- Explain that laws and legislations relating to health and safety in playgrounds meant many of these changed.
- Some people believe modern playground equipment restricts children's creativity and their ability to manage risk. The equipment also poses technical limits for example, once you reach the full height of the swing, there is nothing more to achieve. What do you think about this?
- Discuss some of your favourite playgrounds. Why do you enjoy playing in them?

Reflection

Playgrounds have been used by children for many years. Over time, they have changed and the playgrounds we use now are likely to change again in the future!



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KS2 Follow-up Ideas

Option 1: Playground science! Ask the children to think about some of the equipment we might find in a playground. Explain that we can find many forces in action in a playground.

- What is a force?

Discuss responses and explain that a force is a push or a pull that causes a change in speed, direction or shape.

- What forces can be found in a playground?

Focus on a slide.

- Why do we move to the bottom of the slide?
- Why might some people slide down faster or slower? Think about their size, what clothes they might be wearing etc.

Explain that gravity is the pull of the Earth, it is what keeps people on the ground and makes objects fall. Friction is the force between two surfaces that are sliding. If possible, create your own slide to explore gravity and friction further.

Option 2: Ask the children to design their own playground! Think about:

- What is the purpose of your playground?
- How big will your playground be?
- What type of playground will it be?
- What equipment will you have?
- Where will you put the equipment?
- How will you make sure it is safe?
- Will your playground have a fence?

Ask the children to create a bird's eye view of their playground. Perhaps you could send some of your playground ideas to your local council!



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KS1 Follow-up Ideas

Option 1: Ask the children to think about your playground at school.

- How is your school playground the same as/different from some of the playgrounds you use out of school?

Explain that playgrounds at school and other places are designed for many different reasons, such as to help us be creative, manage risks, keep us active and have fun!

- What games/activities do you take part in on your school playground?
- What equipment do you need?
- Can you explain how to play?

Ask the children to choose a game or to create their own to play on the playground.

Option 2: Playground maths! If possible, visit your local playground but if you cannot, you can always use your school playground. Explain to the children, you are visiting the playground to explore all things maths. You could ask the following questions to begin:

- How many swings are there?
- How many pieces of equipment are there in total?
- What colours can you see?
- What shapes can you see?
- Which piece of equipment is the tallest/shortest?
- What length do you think that slide might be? How long do you think it will take to slide down it?

Encourage the children to explore and ask their own playground maths questions!



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This Week's Useful Websites

This week's news story

<https://bit.ly/3vZgn4u>

This Week's Useful Video

Why safe playgrounds aren't safe for kids

www.youtube.com/watch?v=lztEnBFN5zU

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Permit – allow something to happen.

We want to **permit** youngsters to return into touch with threat.

Pose – to cause something, especially a problem or difficulty.

The picture is of a park in Germany that has been designed to **pose** risks for children.

Prevent – to stop something from happening.

A German professor believes that secure playgrounds **prevent** young people from finding out important dangers.

Risk – a situation involving exposure to danger.

It discusses the importance of **risk** in a child's play.

Traditional – something that has existed for a long time.

...which explores the difference between **traditional** parks and adventure playgrounds.

Trend – a change or development to something new or different.

Ludwig Lesser Park is an example of a **trend** that has become popular in Germany over the last five years.