

WHAT IS AN INCLUSIVE PLAYGROUND?

- A PLAY SPACE FOR ALL CHILDREN AND ADULTS OF ALL ABILITIES.
- A PLACE WITH UNIQUE OPPORTUNITIES AND CHALLENGES THAT INSPIRE ALL ABILITIES PHYSICALLY, MENTALLY AND SOCIALLY.
- A PLACE FOR EVERYONE NOT ONLY CHILDREN NEEDING AN ACCESSIBLE PLAYGROUND, BUT ALSO SIBLINGS, GRANDPARENTS, FRIENDS, PARENTS AND ANYONE ELSE WITH OR WITHOUT ACCESSIBLE NEEDS.
- INTERACTION BETWEEN ALL ABILITIES ARE WELCOMED AND ENCOURAGED.
- THE TERM "DISABILITY" ESPECIALLY WITHIN PLAYGROUND DISCUSSIONS, IS OFTEN REFERENCED TO SOMEONE USING A MOBILITY DEVICE, BUT THIS IS NOT THE CASE.
- DISABILITIES ARE NOT ALWAYS OBVIOUS TO THE EYE AND CAN VARY FROM MILD TO SEVERE CHALLENGES FROM PERSON TO PERSON.
- MOST COMMON FORMS OF DISABILITIES ARE:
 - PHYSICAL
 - SENSORY
 - SOCIAL-EMOTIONAL
 - CHRONIC HEALTH CONDITIONS
 - COMMUNICATION
 - COGNITIVE
 - MULTIPLE DISABILITIES
- INCLUSIVE PLAYGROUNDS SHOULD ADDRESS AND CREATE MEANINGFUL EXPERIENCES FOR ALL USERS.
- PROVIDES CHANCES TO BUILD SOCIAL SKILLS, DEVELOP MOTOR SKILLS, ENCOURAGE IN COLLABORATIONS, BUILD SELF-ESTEEM, ALLOW UNDERSTANDING AND ENHANCE COMMUNITY ENGAGEMENT.
- INCLUSIVE PLAYGROUNDS MUST BE DESIGNED WITH INCLUSION IN MIND, FOR ALL AGES, AND ALL ABILITIES TO EXPERIENCE THE PLAYGROUND AT THE LEVEL OF PLAY THEY NEED OR THEY ARE COMFORTABLE WITH FOR THEIR PERSONAL BODY AND MENTAL STIMULATIONS.

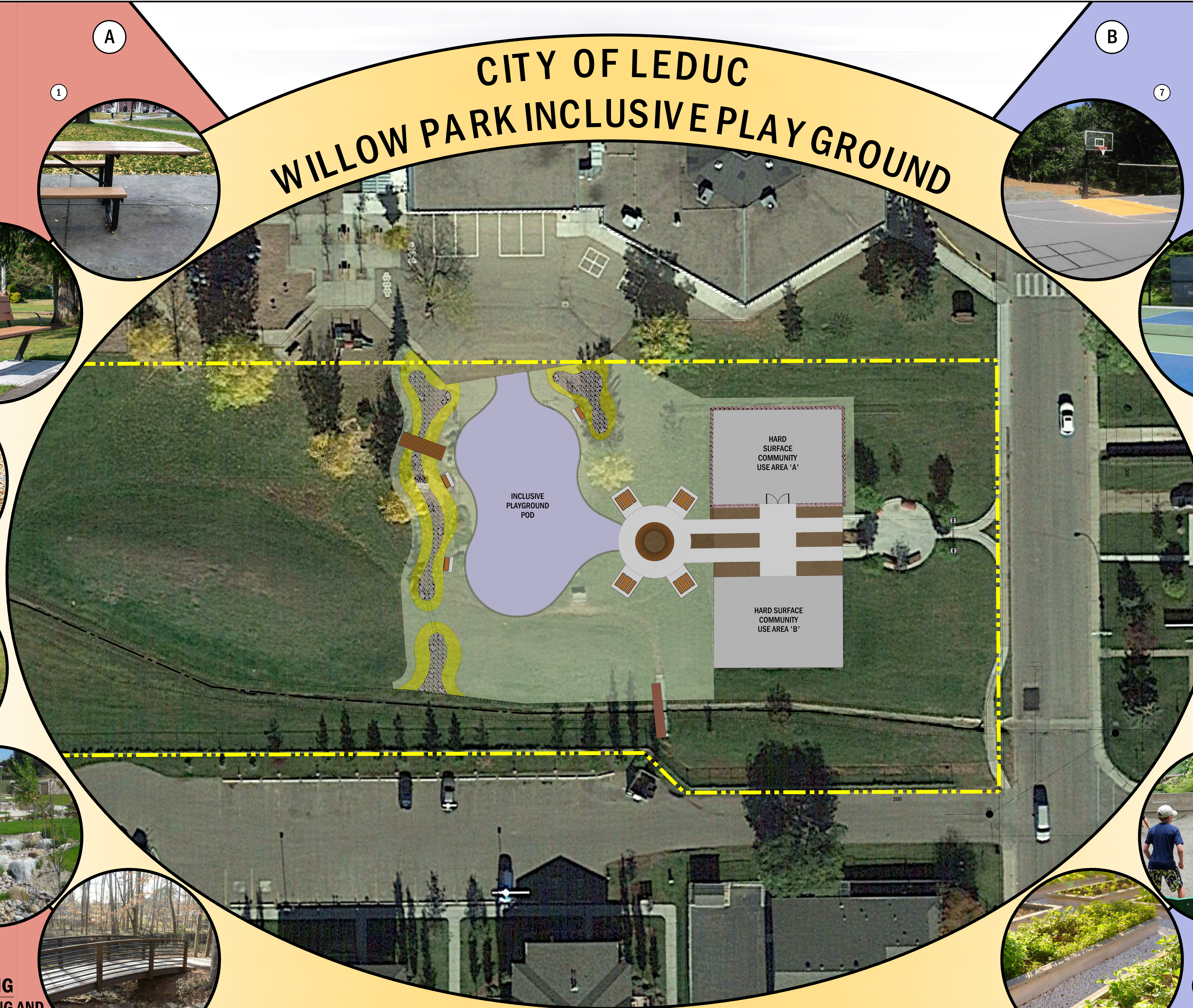




LEGEND

- | | | | |
|----------------------|----------------------------|---------------------------|--------------|
| ① WILLOW PARK SCHOOL | ⑥ CITY PLAYGROUND | ⑪ SCHOOL DISCHARGE PIPE | ⑰ BERMS |
| ② SCHOOL PARKING | ⑦ SCHOOL PLAYGROUNDS | ⑫ ACCESS BRIDGE | ⑱ LARGE HILL |
| ③ ROAD PARKING | ⑧ ASPHALT BASKETBALL COURT | ⑬ CITY BASEBALL DIAMOND | |
| ④ SITE ACCESS | ⑨ DRAINAGE CULVERT | ⑭ SCHOOL BASEBALL DIAMOND | |
| ⑤ ASPHALT PAD | ⑩ DRAINAGE SWALE | ⑮ SOCCER FIELD | |

CITY OF LEDUC
WILLOW PARK INCLUSIVE PLAYGROUND

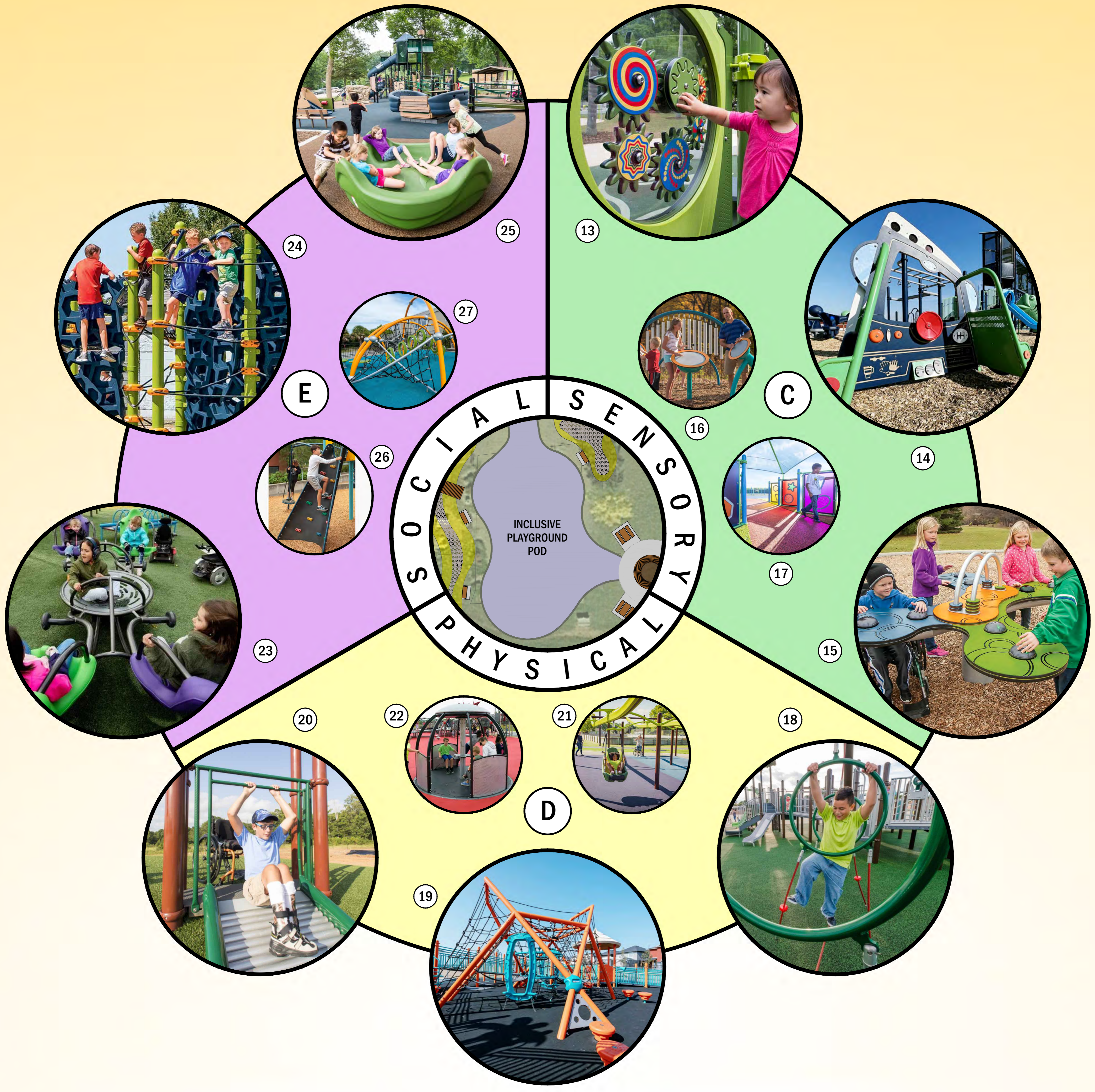


A SITE LANDSCAPING
VISUALLY STIMULATING AND FUNCTIONAL LANDSCAPE FEATURES TO SUPPORT THE INCLUSIVE GOALS OF THE PROJECT WHILE PROVIDING QUIET SPACES TO RELAX, OBSERVE, AND INTERACT WITH NATURE.

B HARDSURFACE AMENITIES
IDEAS FOR RE-PURPOSING THE EXISTING ASPHALT PAD AND EXPAND THE INCLUSIVE OPPORTUNITIES ASSOCIATED WITH THE PARK SPACE.

DESIGN CONCEPT
PROPOSED SITE AMENITIES

1 REFERENCE AMENITY CALL OUTS ON THE NEXT BOARD



13 REFERENCE PLAYGROUND EQUIPMENT CALL OUTS ON THE NEXT BOARD

C **SENSORY PLAY**
PLAY ELEMENTS TO ENGAGE AND DEVELOP THE EXTERNAL SENSES OF SIGHT, HEARING, TOUCH AND SMELL.

D **PHYSICAL PLAY**
PLAY ELEMENTS TO ENGAGE MUSCLE ACTIVATION AND MOVEMENT FOR STIMULATION OF OUR VESTIBULAR AND PROPRIOCEPTIVE SENSES.

E **SOCIAL PLAY**
PLAY ELEMENTS TO ENCOURAGE SOCIAL INTERACTION AND DEVELOP A VARIETY OF SOCIAL SKILLS RELATED TO DIFFERENT DEVELOPMENT LEVELS.

A

SITE LANDSCAPING

WHEELCHAIR ACCESSIBLE PICNIC TABLES

1

PICNIC TABLES FOR GATHERING, SOCIALIZING, EATING AND CELEBRATING.



PARK BENCHES

2

RESTING SPOTS TO CONNECT WITH NATURE AND OBSERVE PLAY.



CIRCLE TREE WELL BENCH

3

INTENDED AS A FOCAL POINT WITHIN THE PLAZA AREA TO PROMOTE SOCIAL GATHERING IN A SHADE ENVIRONMENT.



NATURALIZATION PLANTING

4

NATURAL VEGETATION WITHIN DEFINED AREAS TO PROMOTE WILDLIFE DIVERSITY AND STIMULATE SENSES.



DRY CREEK BED

5

DESIGNED TO STIMULATE IMAGINATIVE PLAY AND CONVEY SITE DRAINAGE AWAY FROM PLAY SPACES.



FOOT BRIDGE

6

ALLOWS PARK USERS TO CROSS OVER THE CREEK BED AND PROMOTES SENSORY PLAY.



B

EXISTING ASPHALT PAD - POTENTIAL HARDSCAPE AMENITIES

BASKETBALL

7

A THREE POINT LINE SIZED BASKETBALL COURT WOULD FIT DIRECTLY WITHIN ONE SECTION OF THE EXISTING ASPHALT PAD. IT WOULD BE RECOMMENDED TO FENCE OFF THIS AREA TO CONTAIN BASKETBALLS WITHIN THIS AREA.



PICKLEBALL

8

ONE OF THE FASTEST GROWING SPORTS IN THE WORLD HAS BEEN CREATED FOR ALL AGES AND SKILL LEVELS. PICKLEBALL IS PLAYED ON A LEVEL COURT WITH SHORT-HANDLED PADDLES AND A PLASTIC BALL VOLLEYED OVER A NET.



BALL HOCKEY

9

LINED BALL HOCKEY SURFACE WITH CONTAINMENT FENCING.



RECESS GAME LINES

10

VARIOUS RECESS GAME LINES PAINTED ON ONE HALF OF THE EXISTING ASPHALT PAD.



GAGA BALL

11

GAGA BALL PIT WITH BOARDS ON ONE HALF OF THE EXISTING ASPHALT PAD. THE GAME COMBINES DODGING, STRIKING, RUNNING, AND JUMPING, WITH THE LAST PERSON STANDING BEING THE WINNER.



COMMUNITY GARDENS

12

REPURPOSING ONE HALF OF THE EXISTING ASPHALT SURFACE INTO GARDEN PLOTS FOR SCHOOL AND COMMUNITY USE.



C

SENSORY PLAY

UNEVEN PLAY

13

OFFERS MULTIPLE LAYERS TO VIEW, TOUCH, MANIPULATE AND HEAR COMPONENTS. MATERIALS HAVE DIPS, RIDGES, DECORATIONS, PLASTIC MOULDINGS, PROJECTIONS AND SOMETIMES MOVING PARTS.



SMOOTH PLAY

14

SMOOTH SURFACE MATERIALS WITH NO DIPS, RIDGES, OR PROJECTIONS. EXAMPLES INCLUDE MIRRORS, POLES, AND SLIDES.



ROUGH PLAY (TEXTURED)

15

MATERIALS HAVE PROJECTIONS AND IRREGULARITIES. EXAMPLES INCLUDE ROCKS, ROPE, TEXTURED PLASTICS, AND PLASTIC CUTOUTS.



AUDITORY PLAY

16

PLAY COMPONENTS THAT ENGAGE IN SOUND TO DEVELOP AUDITORY SENSES AND PROCESS ACOUSTIC INFORMATION. EXAMPLES INCLUDE CHIMES, BELLS, XYLOPHONES, DRUMS, RAIN STICKS AND TELEPHONE OR TALKING TUBES.



VISUAL PLAY

17

PLAY COMPONENTS THAT ENGAGE SIGHT AND SUPPORT VISUAL PROCESSING. EXAMPLES INCLUDE READING PANELS, INTERACTIVE GAMES, COLOUR WHEELS, TELESCOPES, AND PUZZLES.



D

PHYSICAL PLAY

OVERHEAD PLAY

18

EQUIPMENT PRIMARILY FOR THE DEVELOPMENT OF A CHILD'S UPPER BODY AND TRUNK MUSCLES. MOST OVERHEAD STRUCTURES PROVIDE AREAS FOR COOPERATIVE PLAY. EXAMPLES INCLUDE SOLID OR SWINGING RINGS, TRACK RIDES AND NETS.



CLIMBING PLAY

19

EQUIPMENT FOR THE DEVELOPMENT OF MOTOR COORDINATION AND SEQUENCING. EXPERIENCES WILL TRANSITION FROM SOLID SURFACES WITH DEFINED HAND AND FOOT LOCATIONS TO MORE FLEXIBLE CLIMBERS THAT HAVE A HIGH LEVEL OF MOVEMENT. EXAMPLES INCLUDE SOLID LADDERS, ROPE LADDERS AND NEXT STRUCTURES.



SLIDE PLAY

20

EQUIPMENT TO EXPERIENCE THE AFFECTS OF GRAVITY. EXAMPLES INCLUDE SIMPLE STRAIGHT SLIDES TO WAVES, TURNS, AND SPIRAL SLIDES. STATIC-FREE SLIDES ARE VERY POPULAR (ROLLER SLIDES) AS THESE DO NOT IMPACT MEDICAL DEVICES.



ROCKING / GLIDE PLAY

21

COMPONENTS THAT OFFER FORWARD-BACKWARD AND SIDE-TO-SIDE ROCKING MOTIONS. EXAMPLES INCLUDE SINGLE USE ROCKERS, SPRING RIDERS, SEE-SAWS, AND GLIDERS.



SPINNING PLAY

22

EQUIPMENT INVOLVING PLAY AROUND THE AXIS OF PLAY COMPONENT. EXAMPLES INCLUDE INDIVIDUAL SEAT AND STANDING SPINNERS, ROTATING CLIMBERS AND FULLY INCLUSIVE MERRY-GO-ROUND / CAROUSELS ACCESSIBLE BY WHEEL CHAIRS.



E

SOCIAL PLAY

ONLOOKER PLAY

23

OBSERVING OTHERS PLAY AND REFLECTING ON ACTIVITIES WITHOUT JOINING THE PLAY ACTIVITIES. PARTICIPANTS LOCATE COMPONENTS, ORIENTATE AROUND THEM AND OBSERVE OTHERS UNTIL THEY FEEL COMFORTABLE TO JOIN.



PARALLEL PLAY

24

EQUIPMENT THAT ALLOW FOR INDEPENDENT PLAY, BUT NEXT TO ONE ANOTHER TO PROMOTE ASSOCIATIVE AND COOPERATIVE PLAY OPPORTUNITIES. EXAMPLES INCLUDE ELEVATED PLAY STRUCTURES WITH COMPONENTS CLOSE TO EACH OTHER.



COOPERATIVE PLAY

25

CHILDREN PLAY TOGETHER ON THE SAME EQUIPMENT, TAKING TURNS, NEGOTIATING AND CONTINUE TO CHANGE ROLES THROUGHOUT THEIR PLAY TIME. EXAMPLES INCLUDE LADDERS, MULTI-PERSON GLIDERS, ROCKERS, AND SPINNERS.



SOLITARY PLAY

26

CHILDREN CHOOSE TO PLAY ALONE WITH EQUIPMENT WITHOUT GETTING CLOSE OR INTERACTING WITH OTHERS. EXPLORING THE PLAYGROUND, OPPORTUNITIES, AND ASSESS OTHERS ALONE HELPS DEVELOP CHILDREN'S INDEPENDENCE SKILLS.



ASSOCIATIVE PLAY

27

CHILDREN PLAY TOGETHER SHARING EQUIPMENT BUT HAVE THEIR OWN RULES OR ADVENTURES. CHILDREN START LEARNING TO BE SOCIAL AND INTERACTIVE. RAMPS, DOUBLE SLIDES OR CLIMBERS ARE GREAT EXAMPLES OF ASSOCIATIVE PLAY EQUIPMENT.

