



grandparents
VICTORIA



**100 Grandparents speak about children's
play and say....**

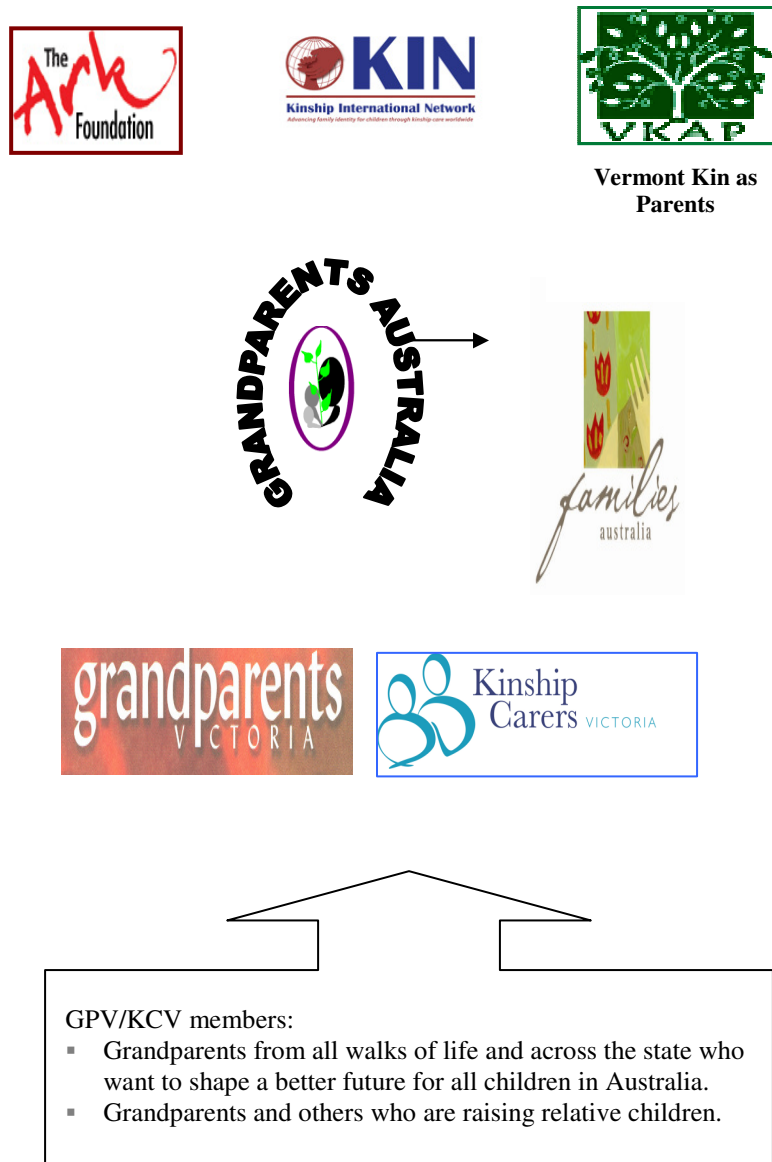
Let the children play



**A report of a survey of grandparents from across Australia and
New Zealand about children's play 2014**

The grandparent networks at a glance

The following diagram illustrates the core network in which grandparents operate. Much of this network was started by Grandparents Victoria/Australia (GPV/GPA). For example, the Kinship International Network (KIN) was formed at a meeting held in London by GPV/GPA in 2013. Also, Grandparents Australia and Kinship Cares Victoria were formed by Grandparents Victoria. The final page of this report provides a text summary of these agencies.



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Grandparents Celebrating Article 31

This survey was conducted as an acknowledgement of the importance of Article 31 of the United Nations Convention on the Rights of the Child. The purpose was two-fold. Firstly, this survey report will put finer detail into the many conversations grandparents have about play in the 21st century. Secondly, the process of participating will galvanize grandparents into action to promote the need for decision makers in Australia to do more to promote and facilitate good quality play for children.

Article 31 recognizes the right of every child to rest, leisure, play, recreational activities and free and full participation in cultural and artistic life.

Grandparents across Australia believe that:

- Rising urban populations, increases in domestic violence, the commercialization of play and increasing educational demands all affect the quality of children's play.
- Investment in play is too often seen as the provision of structured activities. Also important is the need to create time and space for children to engage in spontaneous play and creativity.
- Lack of play has a physical and psychological impact on children's health. Children need time to fill actively and creatively, according to their own needs.

In February 2013 the United Nations produced a 'General Comment' that explains measures governments are urged to take to support Article 31. The General Comment is designed to:

- enhance understanding of the importance of article 31 for children's well-being and development
- strengthen the application of the rights under Article 31 and to
- highlight the implications and obligations of governments, the private sector, and for all individuals working with children.

GPV/GPA believes that grandparents must play a role in the work to implement Article 31.

The Grandparents

The survey has been completed by 100 grandparents between the ages of 49 and 90. The majority of respondents were in the age range 61-75. They included: 37 who are raising their grandchildren full time, 15 grandfathers and 19 great grandparents.

The majority of participants are from Victoria in Australia; however the views of grandparents from all other states and from New Zealand have also been recorded.

33 respondents indicated that all three generations had remained in urban locations. 7 respondents indicated that all three generations were raised in provincial settings and 11 noted that all three generations had been raised in rural settings. Almost half of the surveys indicated that different generations were raised in differing settings – that is the generations had shifted from rural to urban settings or from urban to rural.

The survey in summary

The findings about time spent playing

- There was less difference than expected between the generations in the amount of time spent playing.
- Children in 'Generation 3' are supervised more closely than in either of the previous generations, and spend more of their time playing indoors.

The findings about types of play

- There were major differences between the three generations in terms of the types of play activities children participated in.
- Outdoor play activities dominated the playtime of children in 'Generation 1' and 'Generation 2'.
- Electronic games, non-existent in 'Generation 1' and rare in 'Generation 2' dominated the list of favourite activities for 'Generation 3'.
- No major differences appeared between the responses of the male grandparents as against the female grandparents.
- No major differences were noticed between the responses of grandparents who are raising their grandchildren and those who are not.

Contents of this report

The findings are outlined in the report in three parts.

The grandparent networks at a glance.....	2
<i>Grandparents Celebrating Article 31</i>	3
The Grandparents.....	3
<i>The survey in summary</i>	4
<i>Contents of this report</i>	4
Part A - Time spent at play and work.....	5
<i>"The creation of something new is not accomplished by the intellect but by the play instinct."</i>	5
Time spent playing.....	6
Time spent doing chores	6
Time spent playing indoors Vs outdoors	7
Part B -Types of play and work	8
Types of chores.....	9
Types of Indoor Play.....	10
Types of Outdoor Play	11
Use of Toys.....	12
Types of toys.....	13
Use and Types of Electronic devices	14
Reading	16
Therapeutic play	16
Favourite play activities.....	17
Part C - Conclusions.....	19
The quality of play has declined over the generations.....	20
Reasons the quality of play has declined	21
The disadvantages of changes in play.....	22
Advantages of the changes in play over the generations	23
How to improve the quality of children's play	24
Future Action	24
Appendices.....	25

Part A - Time spent at play and work

"Play is the work of the child."

– Maria Montessori 1870 -1952

An Italian physician and educator. Her educational method is in use today in schools throughout the world.

"The creation of something new is not accomplished by the intellect but by the play instinct."

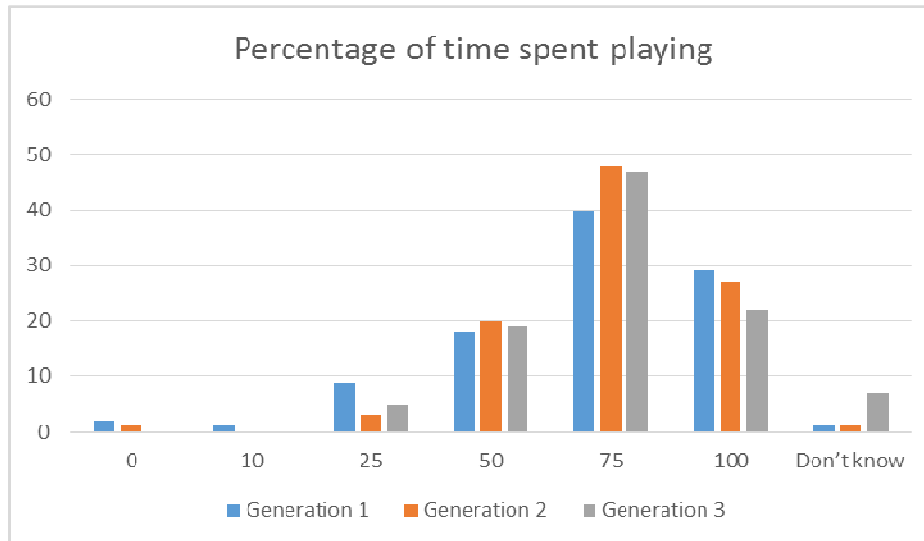
– Carl Jung Carl Gustav Jung 1875 – 1961

A Swiss psychiatrist and psychotherapist who founded analytical psychology.

Time spent playing

There has been a slight increase across the generations with almost half of the survey subjects playing for 75% of their time not spent at school.

In each generation there have been a similar number of survey subjects who have spent 100% of their time playing whilst not at school.



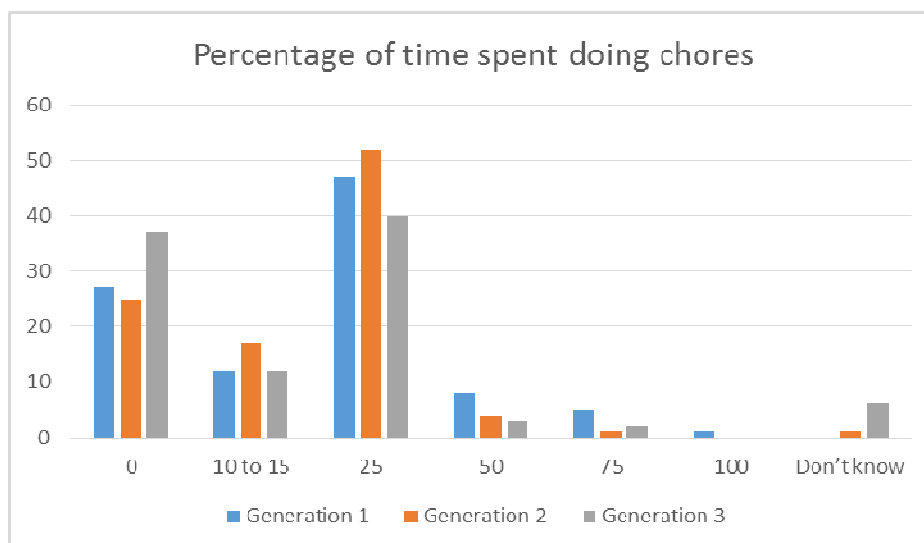
See Appendix 1 for further statistics

Time spent doing chores

Across the generations there has been a slight reduction in the amount of time children spend doing chores.

Few children were required to spend more than 25% of their time doing chores.

Across the generations there were similar numbers of subjects who did not do any chores. However, expectation about doing chores generation 3 is higher than the table indicates because Several respondents indicated that the reason their 'Generation 3' grandchildren do not do any chores is because the children are not old enough as yet.

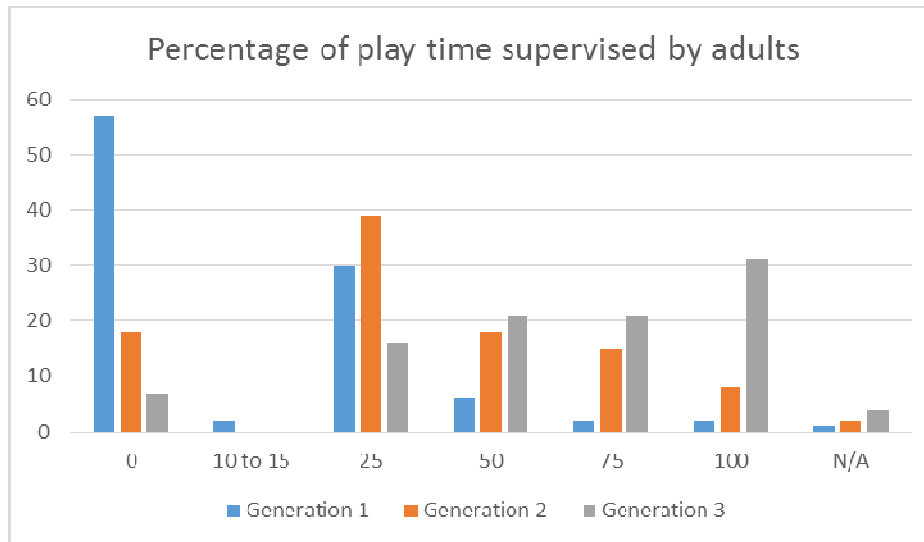


See Appendix 2 for more detail

Time spent playing unsupervised

The level of adult supervision of play has increased dramatically over the generations.

- Many respondents indicated that although their parents were not always within ear shot, they always knew where the children were. Others indicated that they were more or less on their own (or with peers) from sunrise to sunset.
- Most respondents reported that children in 'Generation 3' are supervised much more closely than in previous generations. They attributed this to a perceived increase in danger to children, for example from strangers with malicious intent or the risk of injury from activities such as climbing trees.

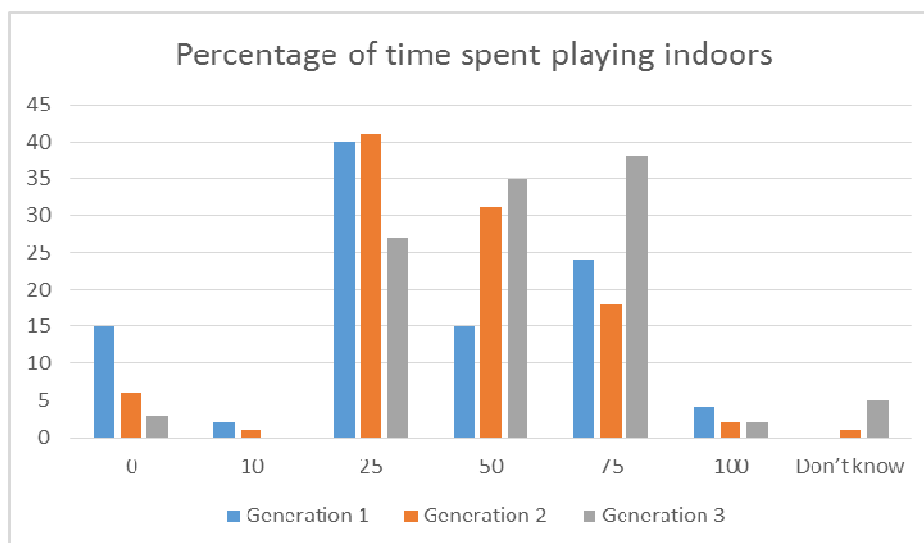


See Appendix 3 for more detail

Time spent playing indoors Vs outdoors

Over the generations, there is a sharp rise in the time children spend playing indoors.

Many respondents indicated that for 'Generation 1' and to some extent 'Generation 2' the amount of time spent playing indoors was entirely dependent on the weather, so that on fine days all day would be spent outdoors, and only rainy days would be spent entirely indoors. The same stipulations were not noted when discussing the children of 'Generation 3'.



See Appendix 4 for more detail

Part B -Types of play and work

"Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood."

- Fred Rogers 1928 – 2003 An American educator, Presbyterian Minister, songwriter and author.

"Do not keep children to their studies by compulsion but by play."

– Plato 428/427BC- 347 BC

A philosopher in Classical Greece and a mathematician. He founded the Academy in Athens, the first institution of higher learning in the Western World.

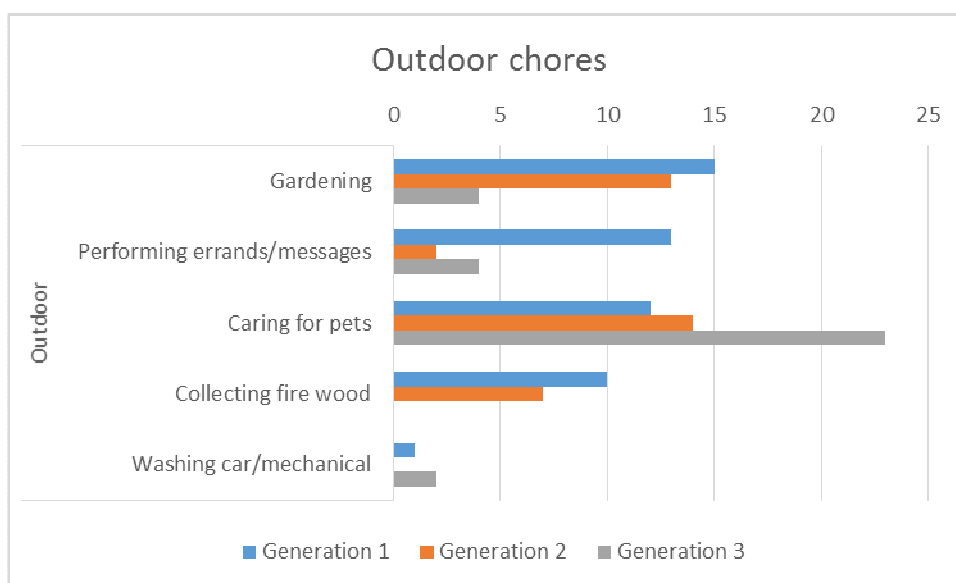
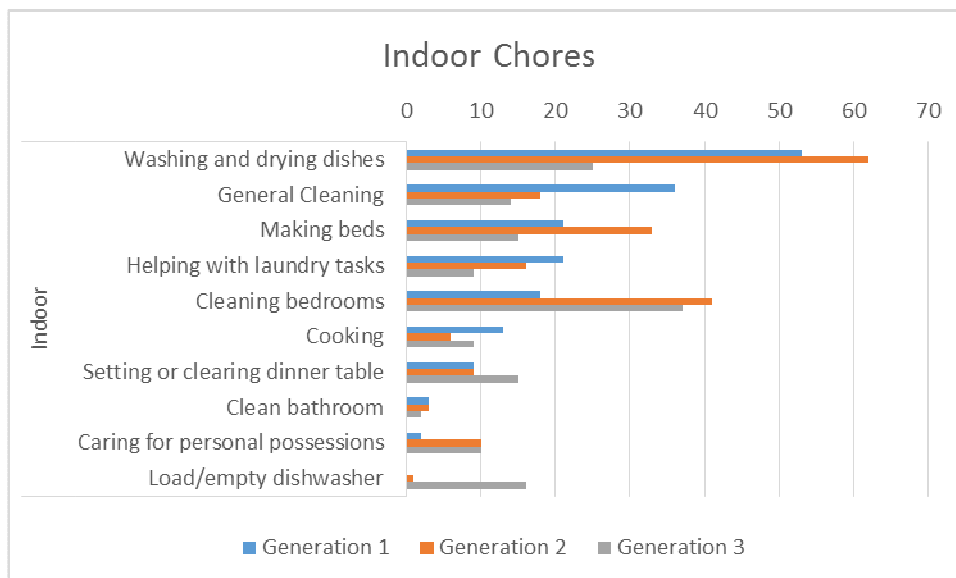
Types of chores

It is not the amount of time spent, but the types of chores undertaken, which have changed over the generations.

Generation 2 and Generation 3 children were far more likely to take responsibility for personal belongings, such as cleaning bedrooms and caring for pets, where Generation 1 children were more likely to be sent to the shops or asked to mind younger siblings.

Five respondents (Generation 1) listed taking care of younger siblings as one of the chores they had to do. None of the respondents listed this as a task they set for their own children (Generation 2) however two respondents indicated that their Generation 3 grandchildren are sometimes asked to mind younger siblings.

The influence of technology can be seen in the matter of chores. Where 'Generation 1' and Generation 2 children were asked to wash and dry dishes, a 'Generation 3' child is more likely to be asked to load or empty a dishwasher instead.



See Appendix 5 for more detail on both the above charts

Types of Indoor Play

For 'Generation 1' and 'Generation 2', playing indoors was not a choice. They were forced indoors only by the weather.

- As electronic devices were a rarity at the time, children in 'Generation 1' most commonly read books or played with more traditional toys when stuck indoors.
- The increasing influence of technology can be seen in the table below, as there is a spike in the number of respondents listing watching television or playing with computers or other electronic devices as common indoor activities, both between 'Generation 1' and 'Generation 2' and between 'Generation 2' and 'Generation 3'.
- Electronic entertainment has taken over mostly at the expense of board games, card games and jigsaw puzzles.
- Traditional wireless radios have become obsolete as recent generations have switched to computers and televisions. Most other indoor activities seem to have remained relatively steady across the generations.

The Top Ten

Displayed below are the most common types of indoor activity for each generation.

For the most part, these play activities have remained stable across the three generations. The only major difference is the advent of television and electronic gaming devices, which have become far more common as time goes by, topping the list of common indoor play activities in 'Generation 3'.

Generation 1	Generation 2	Generation 3
1. Reading	1. Board games	1. Electronic gaming devices
2. Board games	2. Reading	2. Television
3. Arts/Crafts	3. Television	3. Reading
4. Card games	4. Dolls/Stuffed toys	4. Arts/Crafts
5. Dolls/Stuffed toys	5. Building/Construction	5. Dolls/Stuffed toys
6. Imagination games/Dress ups	6. Arts/Crafts	6. Building/Construction
7. Radio/Gramophone	7. Card games	7. Board games
8. Playing a musical instrument/dancing	8. Electronic gaming devices	8. Imagination games/Dress ups
9. Indoor Sports	9. Imagination games/Dress ups	9. Card games
10. Puzzles/Jigsaws	10. Other games	10. Playing a musical instrument/dancing

See Appendices 6 and 7 for more detail

Types of Outdoor Play

Outdoor games, such as skipping, hopscotch, hide & seek, and ball games played in the street with neighbouring children have almost disappeared across the generations.

- A large number of respondents noted that exploring their local area, either on foot or by means of some wheeled conveyance (e.g. bicycles) was very common, especially among children in 'Generation 2'. This is not the case for 'Generation 3' children, who are much more closely supervised, and are more likely to go to the bush or the beach with family rather than their peers.
- Indications are that 'Generation 3' children are not only roaming the neighbourhoods less, but are also spending less time in their own gardens. Presumably they are spending this time indoors.
- Between 'Generation 2' and 'Generation 3', there is a very sharp drop in the occurrence of children playing group 'non-sport' games such as hide & seek, hopscotch, skipping, chasey etc.
- The tendency for children to take non-physical activities (such as reading) outdoors has also seemingly become a thing of the past. Instead, 'Generation 3' children are much more likely to use play equipment such as trampolines outdoors, and undertake non-physical activities indoors.

The Top Ten

Displayed below are the most common types of outdoor activity for each generation.

- While the use of wheeled toys such as bicycles still tops the list for 'Generation 3', this is far less likely to be an unsupervised activity.
- Playing with neighbourhood children has become less common across the generations, as has playing games such as 'hide & seek' and 'hopscotch' which do not rely on manufactured toys.

Generation 1	Generation 2	Generation 3
1. Wheeled toys (bikes, billy carts, rollerskates etc)	1. Wheeled toys (bikes, billy carts, rollerskates etc)	1. Wheeled toys (bikes, billy carts, rollerskates etc)
2. Swimming/water sports	2. Exploring the neighbourhood	2. Swimming/water sports
3. Playing with friends/neighbours (unspecified)	3. Imagination games	3. Using playground equipment
4. Exploring the neighbourhood	4. Trampoline	4. Family excursions
5. Skipping	5. Playing in garden	5. Ball games (unspecified)
6. Playing with pets	6. Building cubby house/tree house	6. Trampoline
7. Tennis	7. Chasey/running games	7. Catching animals (eg fishing/yabbing)
8. Hopscotch	8. Using playground equipment	8. Football
9. Hide & Seek	9. Swimming/water sports	9. Playing with pets
10. Games – other	10. Netball	10. Building cubby house/tree house

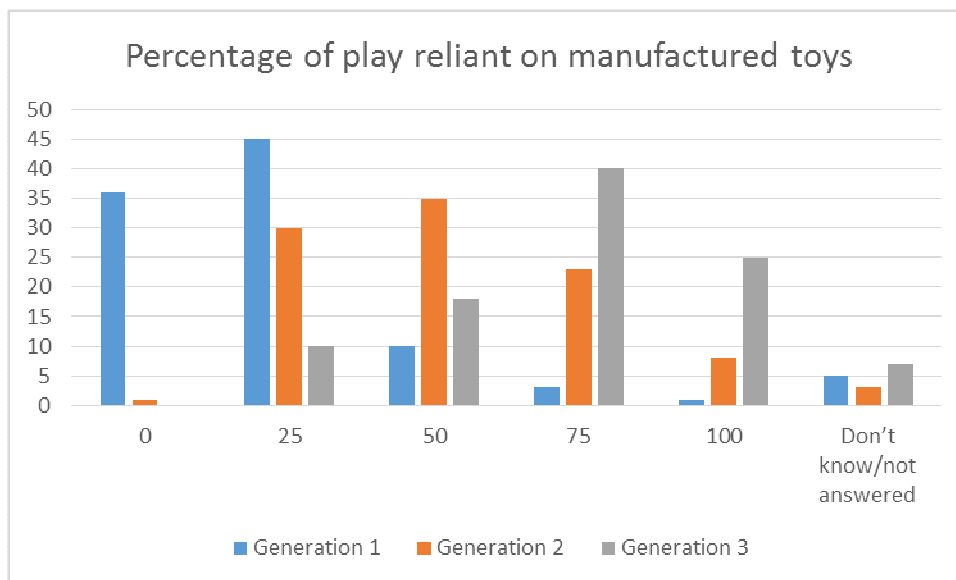
See Appendices 8 and 9 for more detail

Use of Toys

The use of manufactured toys has increased dramatically across the generations, and the nature of the toys used has changed significantly.

- Many respondents indicated that in their own generation (Generation 1), manufactured toys were expensive and not common. Instead, 'Generation 1' children relied more on their imagination, or on home-made toys.
- 'Generation 2' children had more access to manufactured toys, but still did not rely on them for entertainment.
- Many respondents have indicated that by 'Generation 3', most children are relying on manufactured toys to provide well over half of their entertainment.

Note: For the purposes of the survey, manufactured toys includes anything commercially manufactured.

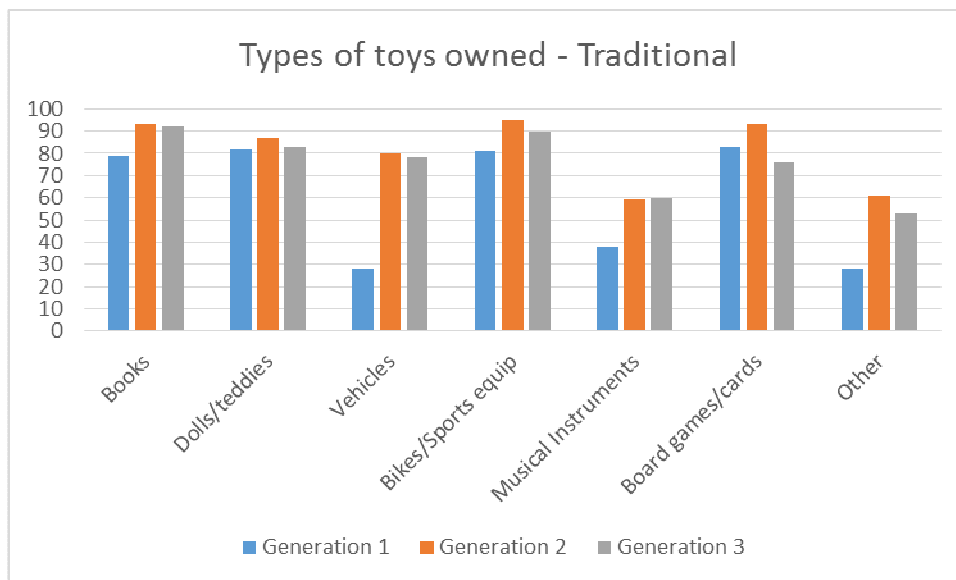


See Appendix 10 for more detail.

Types of toys

The types of toys owned by children have remained more or less stable across the three generations.

- The most significant difference is in the 'vehicles' category, which included wagons, toy cars, trucks etc. This difference could be attributed to the fact that many female respondents did not own toy vehicles themselves, but their sons and grandsons did.
- There is also a slight dip in ownership of board games and card games in 'Generation 3'.
- As the chart below demonstrates, ownership of traditional toys has not decreased across the generations. It can therefore be assumed that when combined with electronic devices, 'Generation 3' children own significantly more toys than members of previous generations.



See Appendix 11 for more detail

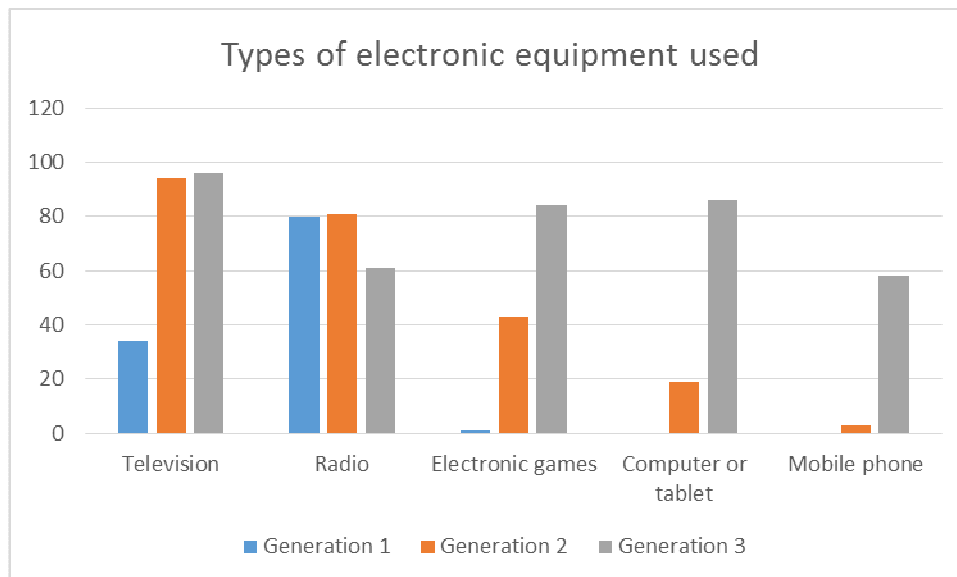
Note: 'Other' toys included objects such as

- Jigsaw puzzles
- Building blocks, such as Lego, Duplo, or Meccano
- Arts and craft materials, Modelling kits, and Train sets
- Outdoor play equipment such as Swimming Pools, Trampolines, Sand pits, Billy carts and Pogo sticks
- Collectable figurines such as Cowboys and Indians, beanie bears, Peter Rabbit
- Dressing up clothes
- Toy Kitchens
- Fishing tackle and Gardening tools
- Skipping ropes, Knucklebone jacks, Marbles

Use and Types of Electronic devices

The most marked difference between the generations is in the use of electronic technologies as play equipment.

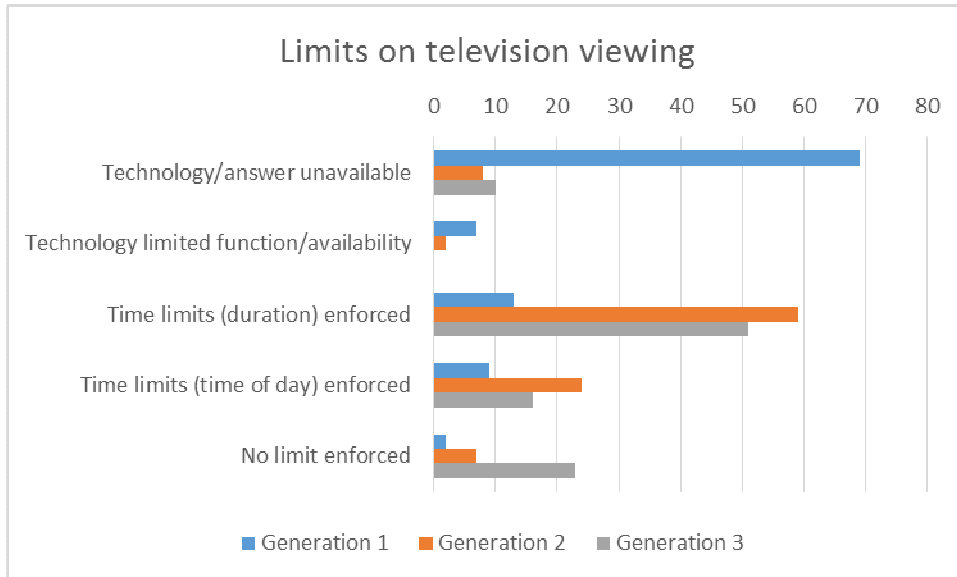
- As electronic devices have become more widely available, children have embraced their use as toys.
- Almost every child in both 'Generation 2' and 'Generation 3' had access to a television set, and the vast majority of children in 'Generation 3' have access to electronic games and desktop, laptop or tablet computers.
- Even mobile phones, almost non-existent in 'Generation 2' are now used for entertainment purposes by well over half of 'Generation 3' children.
- The only technology not to have been most widely used by 'Generation 3' children is the wireless radio, perhaps because the functions once performed by this device are now more commonly used on computers, iPods and smart phones.



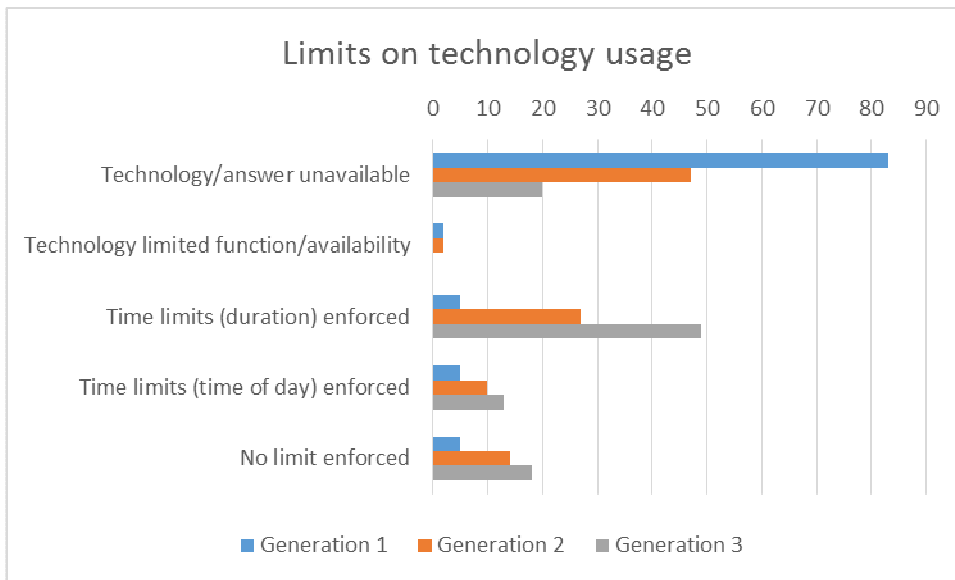
See Appendix 12 for more detail

For the most part boundaries were set regarding the use of technology. However, families greatly differed in how boundaries were established.

- Rather than imposing a time limit only (which responses ranged from 30 minutes to 4 hours a day) several families chose to limit electronic device usage by setting times of day when it was to be used, or circumstances under which it was appropriate. Examples of this include banning electronic device usage until other tasks (chores or homework) had been accomplished, or setting periods after which a break must be taken before the device can be turned on again.



Appendix 13

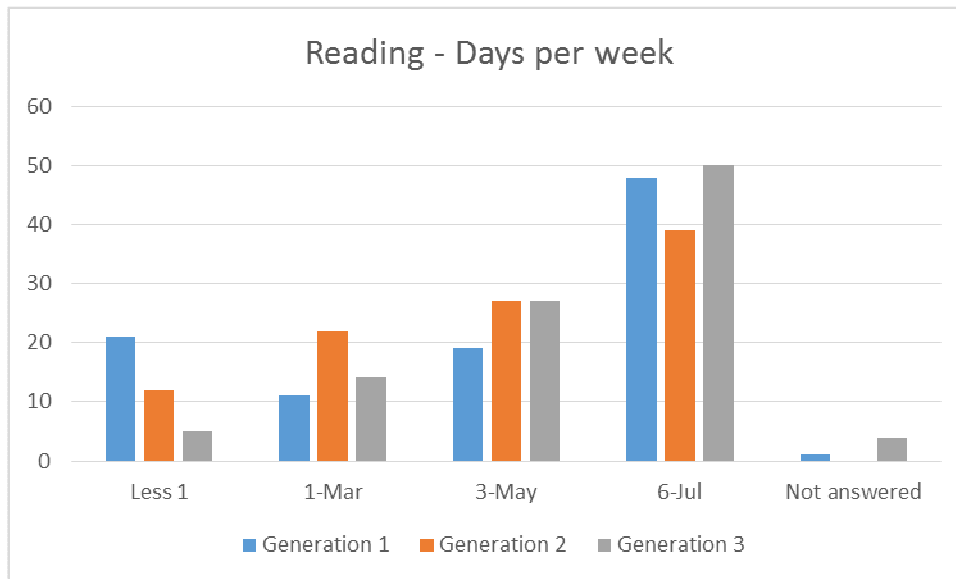


Appendix 14

Reading

There has been fluctuation between the generations in the amount of time children spent reading books.

- Over half of 'Generation 1' respondents indicated that they read most days as children, but almost a quarter claimed that they read less than once a week.
- Very few 'Generation 2' and 'Generation 3' children read less than once a week, but the number of children reading almost daily has also decreased over these generations.



Appendix 15

Therapeutic play

In the spectrum of play, there should be a special place for therapeutic play. Much is being said by "experts" and written to indicate the capacity of therapeutic play to assist children suffering with the effects of trauma.

In this survey one respondent noted the importance of play in rehabilitating children who have experienced physical or emotional trauma, such as children who have been placed in kinship care.

Another respondent indicated that, having had polio as a child, a great deal of his playtime (both indoors and outdoors) was spent doing physical therapy exercises, taking salt baths and re-learning to walk.

Favourite play activities

Outdoor activities have declined in popularity across the generations.

- Outdoor activities dominate the list of favourites for Generations '1' and '2'. Whereas there are equal numbers of indoor and outdoor activities listed as favourites for children in 'Generation 3'.
- Electronic games and swimming increased in popularity as they became more widely available across the generations, while bike riding (and other wheeled transport) declined in popularity.
- Respondents found it difficult to list only one favourite play activity, particularly for generations '2' & '3', where children of different genders had different preferences.

The Top Ten outdoor play activities

- There is very little change in the top ten between the generations, as many of the same activities remain on the list from one generation to the next. It is only the order in which the activities appear that differs.
- High on the list for all three generations was not any one specific activity, but rather the simple statement that 'being outdoors' was the children's favourite way to spend playtime.
- Using wheeled modes of transport such as bicycles also rated very highly in all three generations.

Favourite Play Activities- Outdoor		
Generation 1	Generation 2	Generation 3
1. Unspecified outdoor activity: 'being outdoors'	1. Wheeled sports (e.g. bike riding)	1. Unspecified outdoor activity: 'being outdoors'
2. Playing with animals	2. Unspecified outdoor activity: 'being outdoors'	2. Swimming
3. Wheeled sports (e.g. bike riding)	3. Unspecified sporting activity	3. Wheeled sports (e.g. bike riding)
4. Cubby house	4. Swimming	4. Unspecified sporting activity
5. Street games	5. Exploring	5. Going to beach
6. Climbing trees	6. 'Ball games'	6. Playing with animals
7. Going to beach	7. Cricket	7. Trampoline
8. Swimming	8. Playing with animals	8. 'Ball games'
9. Exploring	9. Football	9. Cubby house
10. Athletics	10. Going to park/playground	10. Going to park/playground

See Appendix 16 for more detail

The Top Ten indoor activities

Only nine indoor activities were listed as 'favourites' by respondents, however not all nine were listed as favourites by all three generations. The most popular indoor play activities for each generation are outlined in the table below.

- In spite of its increasing availability, watching television did not increase in popularity across the three generations, however, the use of electronic games shot up the list from last place to first between 'Generation 2' and 'Generation 3'
- The small number of indoor play activities listed as favourites of 'Generation 1' re-iterates the prevalence of outdoor play for that generation.

Favourite Play Activities- Indoor		
Generation 1	Generation 2	Generation 3
1. Imagination games/Dress ups	1. Imagination games/Dress ups	1. Electronic games
2. Reading	2. Reading	2. Dolls/stuffed toys
3. Dolls/stuffed toys	3. Lego/building blocks	3. Lego/building blocks
4. Arts/Crafts	4. Dolls/stuffed toys	4. Arts/Crafts
5. Other Indoor activity	5. Arts/Crafts	5. Other Indoor activity
6. Board games	6. Board games	6. Imagination games/Dress ups
	7. Other Indoor activity	7. Reading
	8. Electronic games	8. Watching Television
	9. Watching Television	

See Appendix 17 for more detail

Part C - Conclusions

"The playing adult steps sideward into another reality; the playing child advances forward to new stages of mastery."

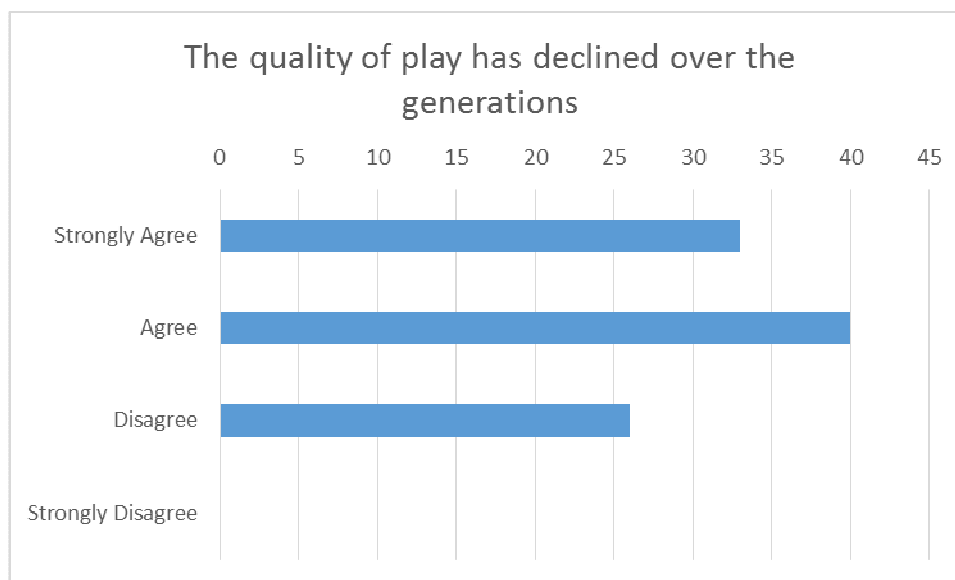
– Erik H. Erikson 1902 – 1994

A German-born American developmental psychologist and psychoanalyst known for his theory on psychosocial development of human beings).

The quality of play has declined over the generations

At the end of the survey the participants were asked to draw overall conclusions and to make suggestions about how the quality of play might be improved. When asked to what extent they agreed with the above statement:

- The vast majority of respondents indicated that they believe the quality of play HAS declined over the generations.
- A small number disagreed with the statement indicating that they felt play was different now, but not necessarily of a lower quality.

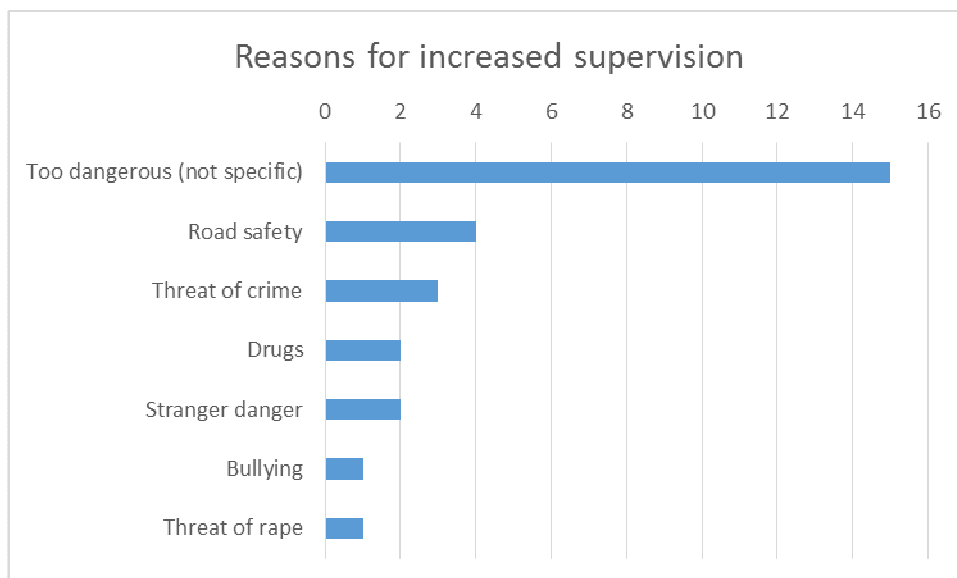
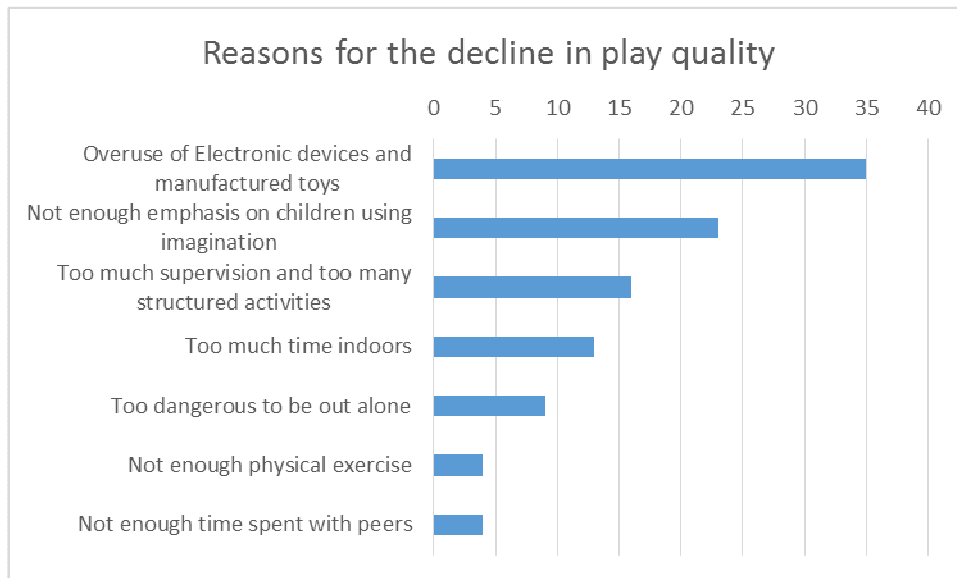


1 participant did not respond to this question

Reasons the quality of play has declined

Grandparents have very strong ideas about the reasons why the quality of play has declined across the generations

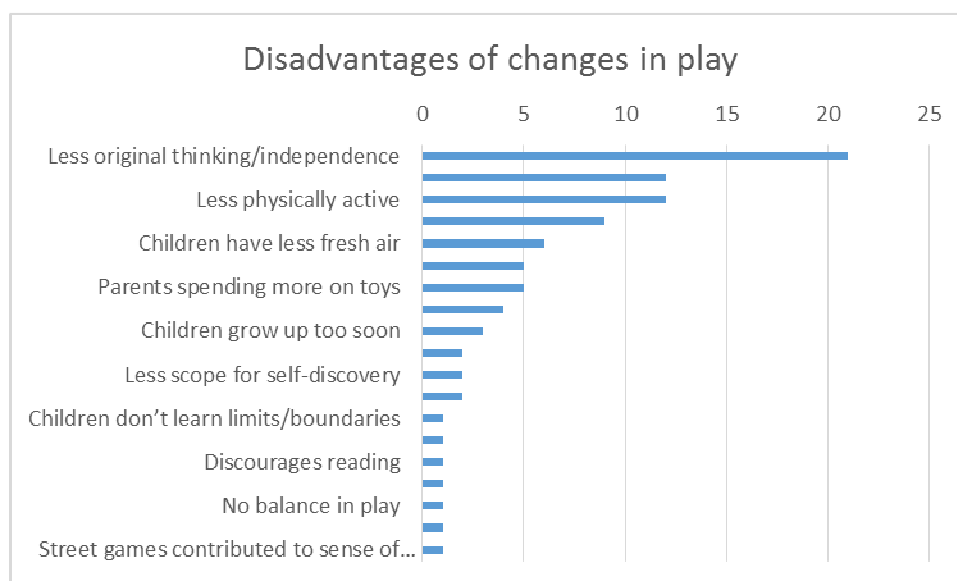
- Many participants linked the emergence of electronic devices and manufactured toys with a decline in children's use of imagination
- A significant number of grandparents believe it has become too dangerous to allow 'Generation 3' children to play unsupervised.



The disadvantages of changes in play

Grandparents are concerned that children are using their imaginations less now.

- Children who are constantly connected to electronic devices are communicating less with their families, and are less physically active than children in previous generations
- Grandparents are concerned that children who are constantly supervised have fewer opportunities to explore, and fewer opportunities for self-discovery.
- Parents are under pressure to spend more money on toys and electronic devices for their children.



Advantages of the changes in play over the generations

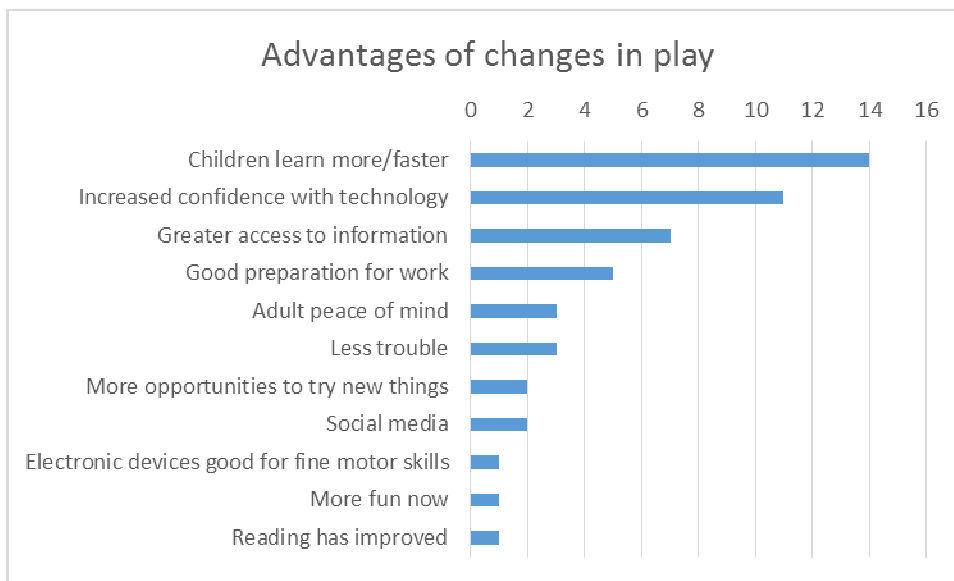
Those respondents who thought the quality of play had not declined point out that:

- Some modern games can be very educational
- Familiarity with technology will be a useful life skill in the future

Children still want to play, it is just the way they play that has changed

Many grandparents agree that children are benefiting from some aspects of modern play.

- It is seen as an advantage for children to be computer literate
 - Through the internet they have access to a greater variety of knowledge than previous generations
 - Keeping up with technology will be a good foundation when children grow up and move into the workplace
- Children have a greater variety of opportunities to try new things, such as team sports.



How to improve the quality of children's play

Improving outdoor play

Grandparents call for information campaigns and programs that ensure that children spend more time playing outdoors. Specific suggestions are to:

- Ensure that children walk more e.g. walk to school and park
- Make it safer for children to play outside e.g. through provision of safe parks
- Provide more adventure play grounds where children can experience a variety of adventurous outdoor play activities

Improving indoor play

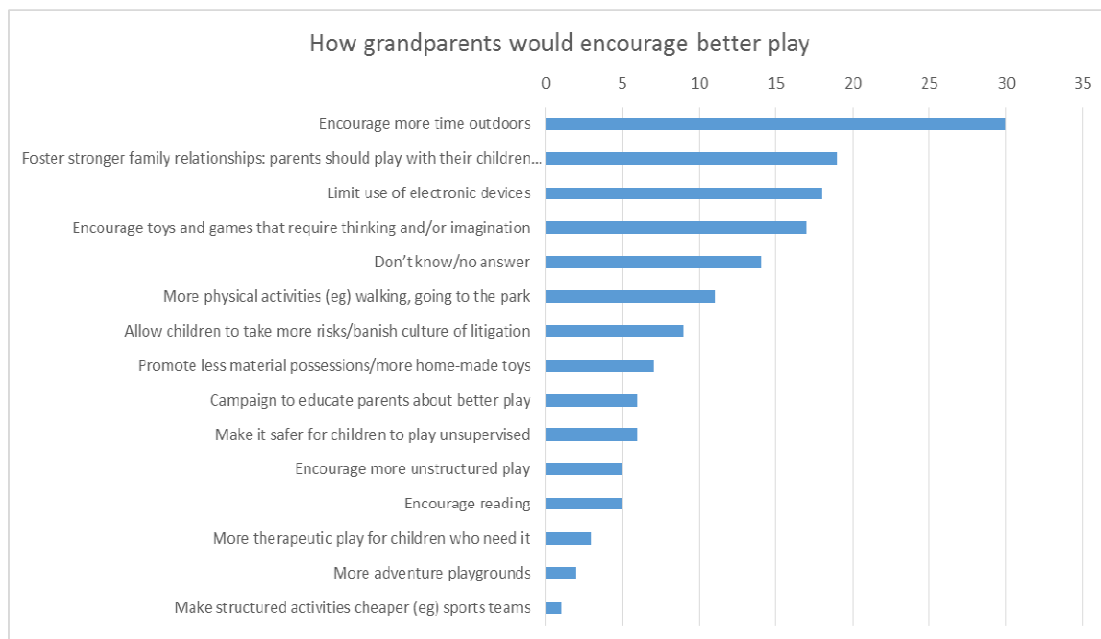
Grandparents call for information campaigns and programs that encourage adults to:

- spend more time playing with their children
- Limit use of electronic devices
- Purchase toys that encourage use of imagination by children
- Purchase fewer manufactured toys in favour of home-made toys and crafts

Improving play in general

Grandparents call for:

- Campaigns to educate parents about the importance and features of good quality play
- Campaigns to encourage reading with children
- Provision of more therapeutic play programs for children suffering disability, trauma or illness
- Subsidies that make access to structured activities such as team sports more affordable for families



Future Action

Play ambassadors

50 Grandparent Play Ambassadors will be identified. They will be supported by the Grandparents Australia/Victoria Secretariat to campaign regionally for the introduction of regional campaigns and programs. The Grandparents Australia Secretariat will assist with mailouts, letter writing and will provide information packages for the ambassadors to distribute regionally.

A national letter campaign

Letters outlining grandparents' suggestions for improving play will be forwarded to all Australian politicians and local governments not covered by the Grandparent Play Ambassadors.

A media campaign

Press releases will be issued highlighting the fact that grandparents are alert to the need for national action to encourage better play experiences for all children in Australia. Letters to local newspapers will also be written.

Appendices

Appendix 1 - % of unstructured free time spent playing			
	Generation 1	Generation 2	Generation 3
0	2	1	0
10	1	0	0
25	9	3	5
50	18	20	19
75	40	48	47
100	29	27	22
Don't know	1	1	7

Appendix 2 - % of free time spent doing chores			
	Generation 1	Generation 2	Generation 3
0	27	25	37
10-15	12	17	12
25	47	52	40
50	8	4	3
75	5	1	2
100	1	0	0
Don't know	0	1	6

Appendix 3 - % time under adult supervision			
	Generation 1	Generation 2	Generation 3
0	57	18	7
10-15	2	0	0
25	30	39	16
50	6	18	21
75	2	15	21
100	2	8	31
N/A	1	2	4

Appendix 4 - % of playing time spent indoors			
	Generation 1	Generation 2	Generation 3
0	15	6	3
10	2	1	0
25	40	41	27
50	15	31	35
75	24	18	38
100	4	2	2
Don't know	0	1	5

Appendix 5 - Types of Chores done			
	Generation 1	Generation 2	Generation 3
Task	#	#	#
Washing and drying dishes	53	62	25
General Cleaning	36	18	14
Making beds	21	33	15
Helping with laundry tasks	21	16	9
Gardening	15	13	4
Performing errands/messages	13	2	4
Cleaning bedrooms	18	41	37
Cooking	13	6	9
Care of younger siblings	11	0	3
Caring for pets	12	14	23
Collecting/preparing fire wood	10	7	0
Setting or clearing dinner table	9	9	15
Clean bathroom	3	3	2
Washing car/mechanical	1	0	2
Caring for personal possessions	2	10	10
Load/empty dishwasher	0	1	16
None	9	10	19

Appendix 6 - Types of indoor play activities					
Generation 1		Generation 2		Generation 3	
1. Reading	53	1. Board games	52	1. Electronic gaming devices	66
2. Board games	39	2. Reading	41	2. Television	40
3. Arts/Crafts	31	3. Television	39	3. Reading	29
4. Card games	29	4. Dolls/Stuffed toys	31	4. Arts/Crafts	26
5. Dolls/Stuffed toys	20	5. Building/Construction	18	5. Dolls/Stuffed toys	23
6. Other games	19	6. Arts/Crafts	17	6. Building/Construction	21
7. Imagination games/Dress ups	14	7. Card games	17	7. Board games	14
8. Playing a musical instrument/dancing	13	8. Electronic gaming devices	17	8. Imagination games/Dress ups	12
9. Radio/Gramophone	11	9. Imagination games/Dress ups	14	9. Toy cars	9
10. Building/Construction	9	10. Other games	13	10. Playing a musical instrument/dancing	8
11. Indoor Sports	9	11. Playing a musical instrument/dancing	10	11. Card games	7
12. Television	9	12. Toy cars	10	12. Other games	4
13. Puzzles/Jigsaws	7	13. Indoor Sports	7	13. Acting	3
14. Cooking	5	14. Talking with friends	7	14. Writing	3
15. Acting	3	15. Cooking	3	15. Indoor Sports	2
16. Writing	3	16. Puzzles/Jigsaws	3	16. Talking with friends	2
17. Toy cars	2	17. Radio/Gramophone	2	17. Cooking	1
18. Playing with pets	1	18. Acting	1	18. Playing with pets	1
19. Talking with friends	1	19. Writing	1	19. Puzzles/Jigsaws	1
20. Electronic gaming devices	0	20. Playing with pets	0	20. Radio/Gramophone	0

Appendix 7 - Types of Indoor play activities			
	Generation 1	Generation 2	Generation 3
Reading	53	41	29
Board games	39	52	14
Arts/Crafts	31	17	26
Card games	29	17	7
Dolls/Stuffed toys	20	31	23
Other games	19	13	4
Imagination games/Dress ups	14	14	12
Playing a musical instrument/dancing	13	10	8
Radio/Gramophone	11	2	0
Building/Construction	9	18	21
Indoor Sports	9	7	2
Television	9	39	40
Puzzles/Jigsaws	7	3	1
Cooking	5	3	1
Acting	3	1	3
Writing	3	1	3
Toy cars	2	10	9
Playing with pets	1	0	1
Talking with friends	1	7	2
Other Electronic devices	0	17	66

Appendix 8 – Types of outdoor play activities

Generation 1	Generation 2	Generation 3
1. Wheeled toys (bikes, billy carts, rollerskates etc)	1. Wheeled toys (bikes, billy carts, rollerskates etc)	1. Wheeled toys (bikes, billy carts, rollerskates etc)
2. Swimming/water sports	2. Exploring the neighbourhood	2. Swimming/water sports
3. Playing with friends/neighbours (unspecified)	3. Imagination games	3. Using playground equipment
4. Exploring the neighbourhood	4. Trampoline	4. Family excursions
5. Skipping	5. Playing in garden	5. Ball games (unspecified)
6. Playing with pets	6. Building cubby house/tree house	6. Trampoline
7. Tennis	7. Chasey/running games	7. Catching animals (eg fishing/yabbing)
8. Hopscotch	8. Using playground equipment	8. Football
9. Hide & Seek	9. Swimming/water sports	9. Playing with pets
10. Games – other	10. Netball	10. Building cubby house/tree house
11. Cricket	11. Ball games (unspecified)	11. 'Sport' (unspecified)
12. Building cubby house/tree house	12. Football	12. Cricket
13. Ball games (unspecified)	13. Playing with friends/neighbours (unspecified)	13. Playing in garden
14. Imagination games	14. Tennis	14. Exploring the neighbourhood
15. Chasey/running games	15. Playing with pets	15. Tennis
16. Using playground equipment	16. Hopscotch	16. Games – other
17. Playing in garden	17. Games – other	17. Imagination games
18. Catching animals (eg fishing/yabbing)	18. Playing with plants	18. Playing with plants
19. 'Sport' (unspecified)	19. Sand pit	19. Reading
20. Playing with plants	20. Reading	20. Sand pit
21. Stilts	21. 'Sport' (unspecified)	21. Cooking
22. Sand pit	22. Catching animals (eg fishing/yabbing)	22. Playing with friends/neighbours (unspecified)
23. Reading	23. Skipping	23. Skipping
24. Netball	24. Family excursions	24. Hide & Seek
25. Football	25. Cricket	25. Hopscotch
26. Shopping	26. Cooking	26. Chasey/running games
27. Trampoline	27. Stilts	27. Netball
28. Cooking	28. Basketball	28. Stilts
29. Basketball	29. Hide & Seek	29. Shopping
30. Family excursions	30. Shopping	30. Basketball

Appendix 9 – Types of outdoor play activities

	Generation 1	Generation 2	Generation 3
Wheeled toys (bikes, billy carts, rollerskates etc)	45	60	49
Exploring the neighbourhood	30	22	4
Playing with friends/neighbours (unspecified)	23	16	0
Swimming/water sports	23	33	40
Building cubby house/tree house	18	11	7
Games – other	17	12	11
Playing with pets	16	9	8
'Sport' (unspecified)	15	18	14
Skipping	15	1	0
Cricket	14	14	6
Ball games (unspecified)	11	15	20
Hide & Seek	11	2	1
Tennis	11	7	6
Imagination games	10	13	4
Hopscotch	9	4	1
Using playground equipment	9	8	20
Chasey/running games	7	9	4
Football	7	11	9
Playing in garden	7	9	6

Catching animals (eg fishing/yabbying)	6	6	6
Playing with plants	5	0	1
Sand pit	3	5	5
Netball	2	7	3
Reading	2	0	1
Stilts	2	0	0
Shopping	1	1	0
Basketball	0	8	1
Cooking	0	1	1
Family excursions	0	3	10
Trampoline	0	8	21

Appendix 10 - Percentage of Play using manufactured toys

	Generation 1	Generation 2	Generation 3
0	36	1	0
25	45	30	10
50	10	35	18
75	3	23	40
100	1	8	25
Don't know/not answered	5	3	7

Appendix 11 - Types of toys owned – traditional

	Generation 1	Generation 2	Generation 3
Books	79	93	92
Dolls/teddies	82	87	83
Vehicles	28	80	78
Bikes/Sports equip	81	95	90
Musical Instruments	38	59	60
Board games/cards	83	93	76
Other	28	61	53

Appendix 12 – Types of electronic devices used

	Generation 1	Generation 2	Generation 3
Television	34	94	96
Radio	80	81	61
Electronic games	1	43	84
Computer or tablet	0	19	86
Mobile phone	0	3	58

Appendix 13 - Limits on television viewing			
	Generation 1	Generation 2	Generation 3
Technology/answer unavailable	69	8	10
Technology limited function/availability	7	2	0
Time limits (duration) enforced	13	59	51
Time limits (time of day) enforced	9	24	16
No limit enforced	2	7	23

Appendix 14- Limits on electronic devices			
	Generation 1	Generation 2	Generation 3
Technology/answer unavailable	83	47	20
Technology limited function/availability	2	2	0
Time limits (duration) enforced	5	27	49
Time limits (time of day) enforced	5	10	13
No limit enforced	5	14	18

Appendix 15 - Days reading books (per week)			
Days Per Week	Generation 1	Generation 2	Generation 3
Less 1	21	12	5
1-3	11	22	14
3-5	19	27	27
6-7	48	39	50
Not answered	1	0	4

Appendix 16 – Favourite Outdoor Activities			
	Generation 1	Generation 2	Generation 3
Playing with animals	9	4	4
Cricket	2	4	1
Football	2	3	1
Swimming	4	6	8
Tennis	2	0	0
Netball/basketball	0	3	0
Athletics	2	2	0
Unspecified sporting activity	1	8	6
Wheeled sports (e.g. bike riding)	8	11	7
Exploring	3	5	0
Cubby house	6	0	2
Skipping	1	0	0
Hopscotch	2	1	0
Trampoline	0	3	3
Going to beach	4	2	4
Going to park/playground	1	3	2
Climbing trees	4	1	1
'Ball games'	1	4	2
Street games	5	0	0
Other outdoor activity	9	10	10
Total	66	70	51

Appendix 17 – Favourite Indoor Activities			
	Generation 1	Generation 2	Generation 3
Imagination games/Dress ups	11	8	5
Dolls/stuffed toys	5	4	7
Reading	10	8	5
Board games	1	3	0
Arts/Crafts	2	3	6
Lego/building blocks	0	5	7
Watching Television	0	1	2
Electronic games	0	2	17
Other Indoor activity	2	3	6
Total	31	37	55

The grandparent Networks at a Glance

International Level

Kinship International Network (KIN)

KIN was established in 2013 at a meeting in London hosted by GPV/KCV to highlight to needs of kinship carers at an international level. Members include fifteen founding members drawn from Australia, the USA, England, Ireland and the Netherlands.

GPV/KCV office provides the secretariat for KIN.

International Play Association (IPA)

An international conference is to be held in 2014. Grandparents will attend this conference. For two years GPV has been campaigning to raise awareness about the need for better quality play for children, and works closely with the IPA and Play Victoria.

National Level

Grandparents Australia (GPA)

Formed in 2002 to promote the role and needs of grandparents and grandchildren through raising public awareness and advocacy. Members include seventeen local organisations drawn from all states except the northern territory

GPV provides the secretariat for GPA. No face to face meetings have been held in recent years.

Families Australia (FA)

FA was established in 2001 to work for improvements in the wellbeing of families and children.

Members include 600 organisations drawn from across Australia.

Anne McLeish has been on the Board of FA since 2005

Coalition for the Protection of Australia's Children

This forum was established to support the national framework and to advise government on programs and strategies to ensure child protection.

Members: 60 organisations working in child protection.

State Level

Grandparents Victoria (GPV)

GPV was formed in 2001 to advocate for the needs of families and to link the generations.

GPV runs campaigns such as childcare, mental health and the quality of children's play.

Mental Health for the Youth and their Families

GPV works closely with this organisation to promote the need to support whole families who are dealing with someone suffering mental ill health and to implement early intervention strategies that support young children. GPV attends the MHYF annual meeting, the annual lecture, and undertakes joint work on a needs basis. For example, the joint letter to all federal politicians re mental health sent in 2013

Kinship Carers Victoria

Formed by GPV and funded by DHS to identify and promote the views of kinship carers about their role and to assist in the delivery of programs for kinship carers. KCV is represented in a number of state-wide forums:

- **Centre for Excellence Kinship Care committee**
GPV/KCV has a memorandum of understanding with the Centre for Excellence. The MOU relates to shared work to promote kinship care
- **Dept. Human Services (DHS) /Kinship carers Vic (KCV) Liaison Committee**
This group meets every second month to discuss current and emerging issues affecting kinship care, and to review progress for KCV in achieving its contract obligations
- **Out –of home Care Community Services Forum**
This group was formed by DHS late in 2013 to discuss issues affecting delivery of services to kinship carers across Victoria
- **Child support stakeholders Group**
This group was formed by the Australian Department of Human Services to look at support for families in need.