



Earth Day®
Jour de la Terre®
CANADA

OPAL Outdoor Play and Learning CIC

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Transforming school grounds from this....



... to this.





The new GLA compact SUV.







OPAL is gaining international recognition as a best practice. Canada's first trained OPAL mentor is the Director of Play Programs at Earth Day Canada

OPAL International

New Zealand



Ellie Davidson from Upper Hutt Council in Wellington New Zealand is running a pilot project with [Paparangi Primary School](#) to redevelop the schools approach to outdoor play using the OPAL Programme for Primary Schools. Click [here](#) to visit the school's OPAL project Facebook Page

Australia



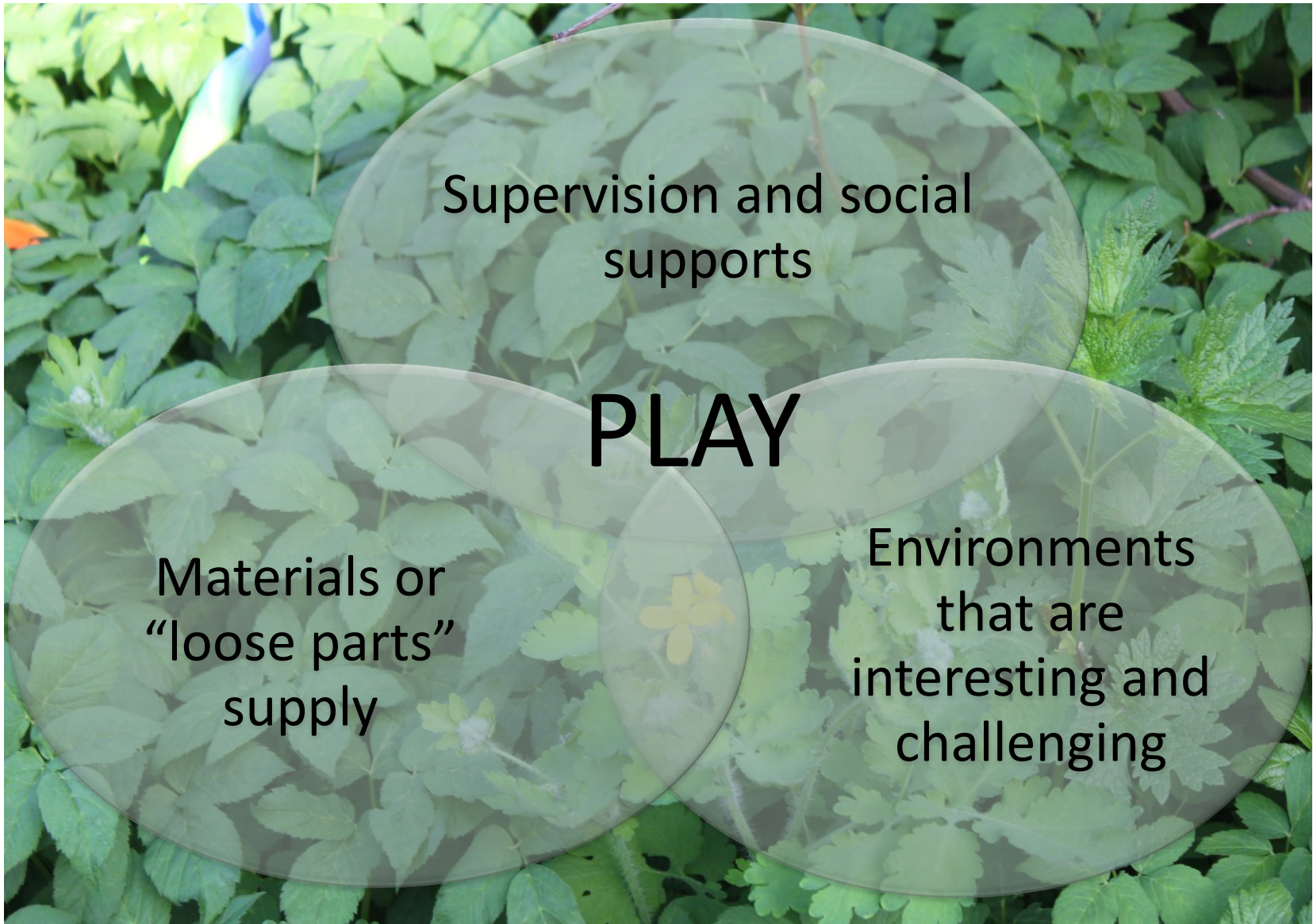
Emma Lawrence from [Nature Play Solutions](#) in Perth Western Australia has trained as an OPAL Mentor in the UK and in two pilot schools in Perth. The aim of the project is to adapt the OPAL Primary Programme for the Australian school system.

Canada

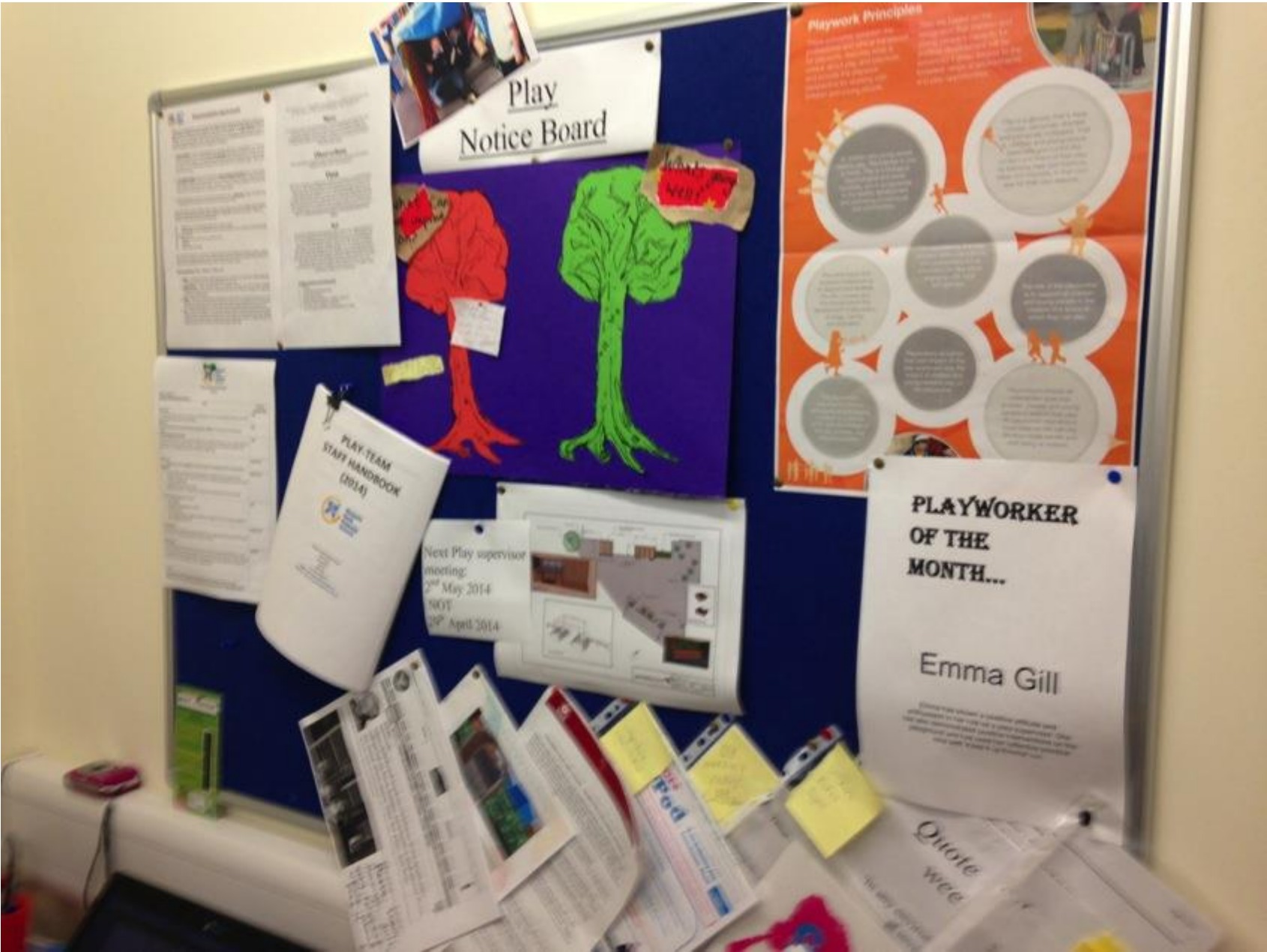


Brenda Simon from [Play by Nature](#) in Toronto Canada trained in the UK to become an OPAL Mentor. Play by Nature are setting up pilot schemes to adapt the OPAL Primary Programme for the Canadian school system and to promote a strategic approach to play development throughout public policy.

The three elements which support outdoor active PLAY



OPAL school communities become experts in play provision



OPAL UK

Michael Follett Director



I am the founding director of OPAL. I am a former school improvement adviser, teacher and playworker. I now speak on play in schools and early years internationally... [more](#)

- Practiced for 20 years
- 10 years as part of the local education authority's play improvement strategy
- OPAL founded as social enterprise in 2006
- Over 200 schools trained to date
- Expanding quickly over the U.K.
- Expanding internationally to New Zealand, Australia and Canada
- Recently cited as a best practice by an All Parliamentary Group on a Fit and Health Childhood
- Cited by Skills Active and PLAY England as a best practice to the Parliamentary Education Committee



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**Overview of the OPAL Pilot
School _____**

April- June 2016

Step 1	Step 2	Step 3	Step 4	Step 5
Introduction to OPAL: developing a school play policy	Building a Play Strategy: Play Audit and Next Steps	OPAL Pilot Research & Evaluation	PLAY Symposium & Workshop for pilot school lead teams	Celebrating PLAY! Planning for an extra-play! day
2.5 hours/SR1	2.5 hours/SR2	1 hour	6.5 hours/Volunteer time	2.5 hours/SR3
April	May	May (early)	May 28, Saturday Lord Lansdowne	June

September 2016- 2017

Step 6	Step 7	Step 8	Step 9
PLAY Development I Quality of Supervision: Play-work and Risk Benefit Analysis	Play Development II Loose Parts: Theory & practice	Outreach: Parent Open House & school and daycare staff	PLAY Development III Quality of Environment: Site Management & Improvement possibilities
2.5 hours/SR4	2.5 hours/SR5	1.5 hours/Volunteer time	2.5 hours/SR6
September	October	October	November

January - June 2017

Step 10	Step 11	Step 12	STEP 13	Step 14
PLAY Development IV Sustaining PLAY: Where to from here?	Celebrating PLAY! On Earthday or during Earth Month	Second PLAY Symposium	OPAL Wrap up and Evaluation	Culminating Celebration: OPAL awards and PLAY assembly at each school
2.5 hours /SR7	2.5 hours/Volunteer time	6.5 hours/ Volunteer time	2.5 hours/SR8	
January – February	April	May	May	June

OPAL school communities have identified the child's right to play in a social environment with other children as a priority worthy of thought, planning and protection from the adults.

OPAL school communities recognize the inherent capacity and the will of children to advance their own healthy growth and development through active outdoor play.

OPAL school communities support children in their striving to develop skills, acquire agency and develop self-responsibility according to their unique abilities and interests.

Each OPAL school community will develop its own PLAY Charter based on these fundamental principles.



OPAL schools develop creative solutions before they shut down PLAY

