

Creating healthy environments? It's child's play



Paul Tranter
UNSW Canberra

Creating healthy environments requires a fundamental cultural shift in lifestyles, speed and productivity.

We can appreciate the links between healthy environments and play if we look at children and cycling

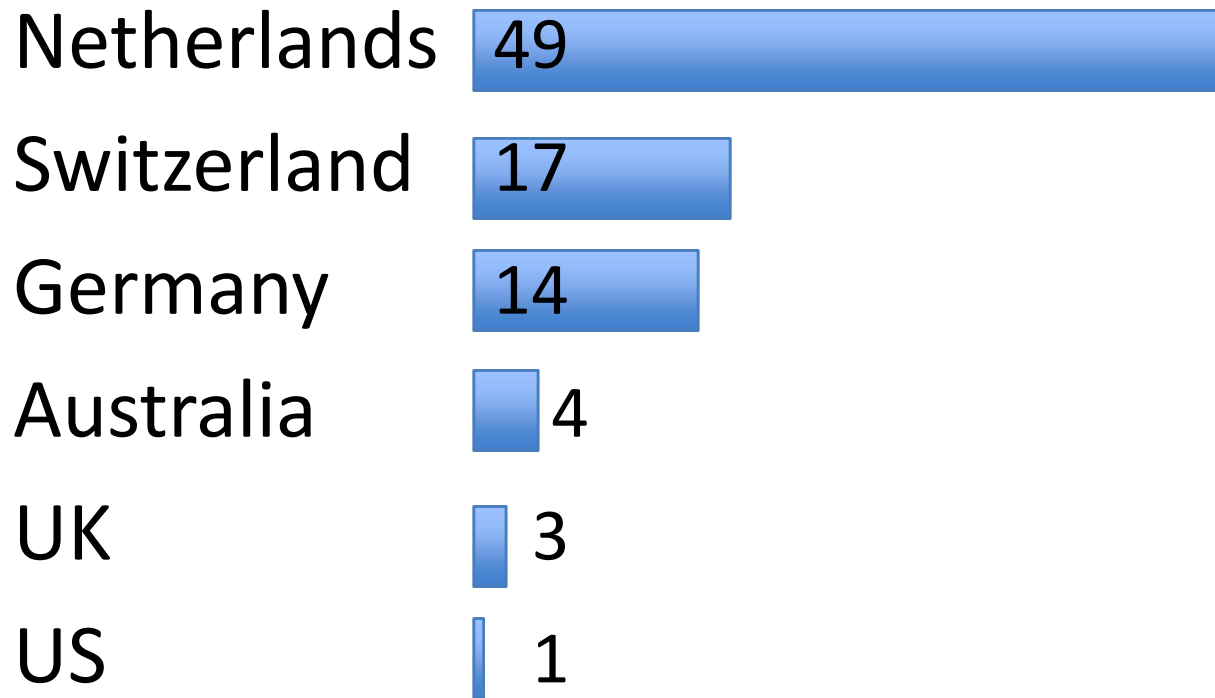
Child friendly cities and cycle friendly cities: remarkably similar



Sulla pista ciclabile: Photo by Sergio Maistrello

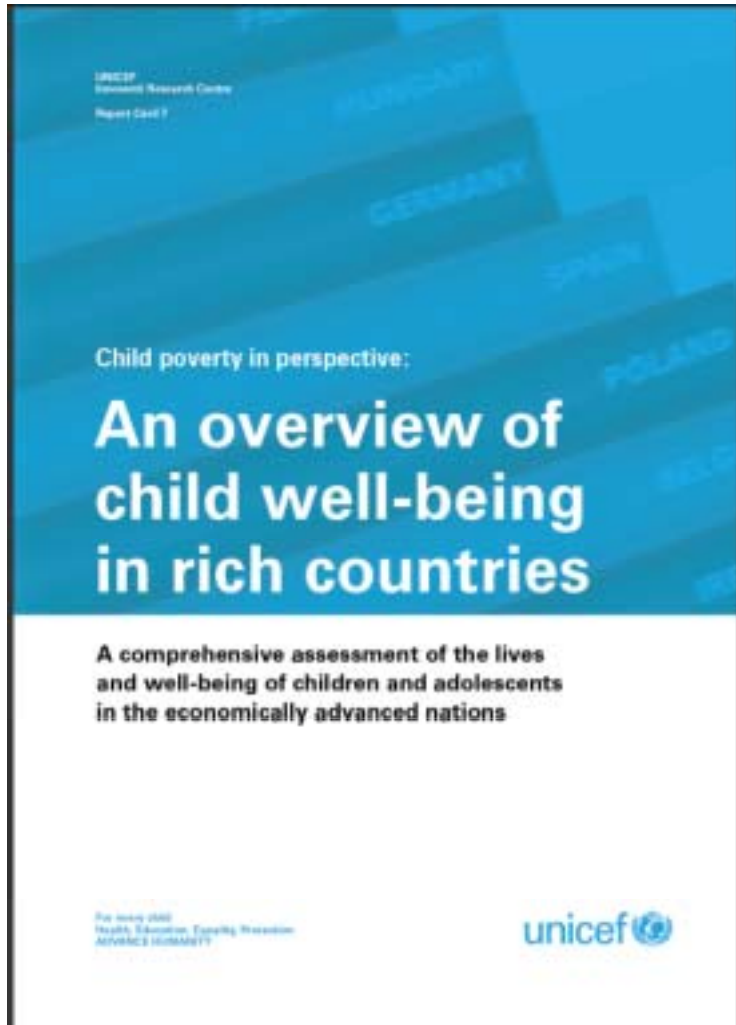
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Cycle share of trips to school (%)



(McDonald, 2012)

Links between child friendly modes and children's well-being



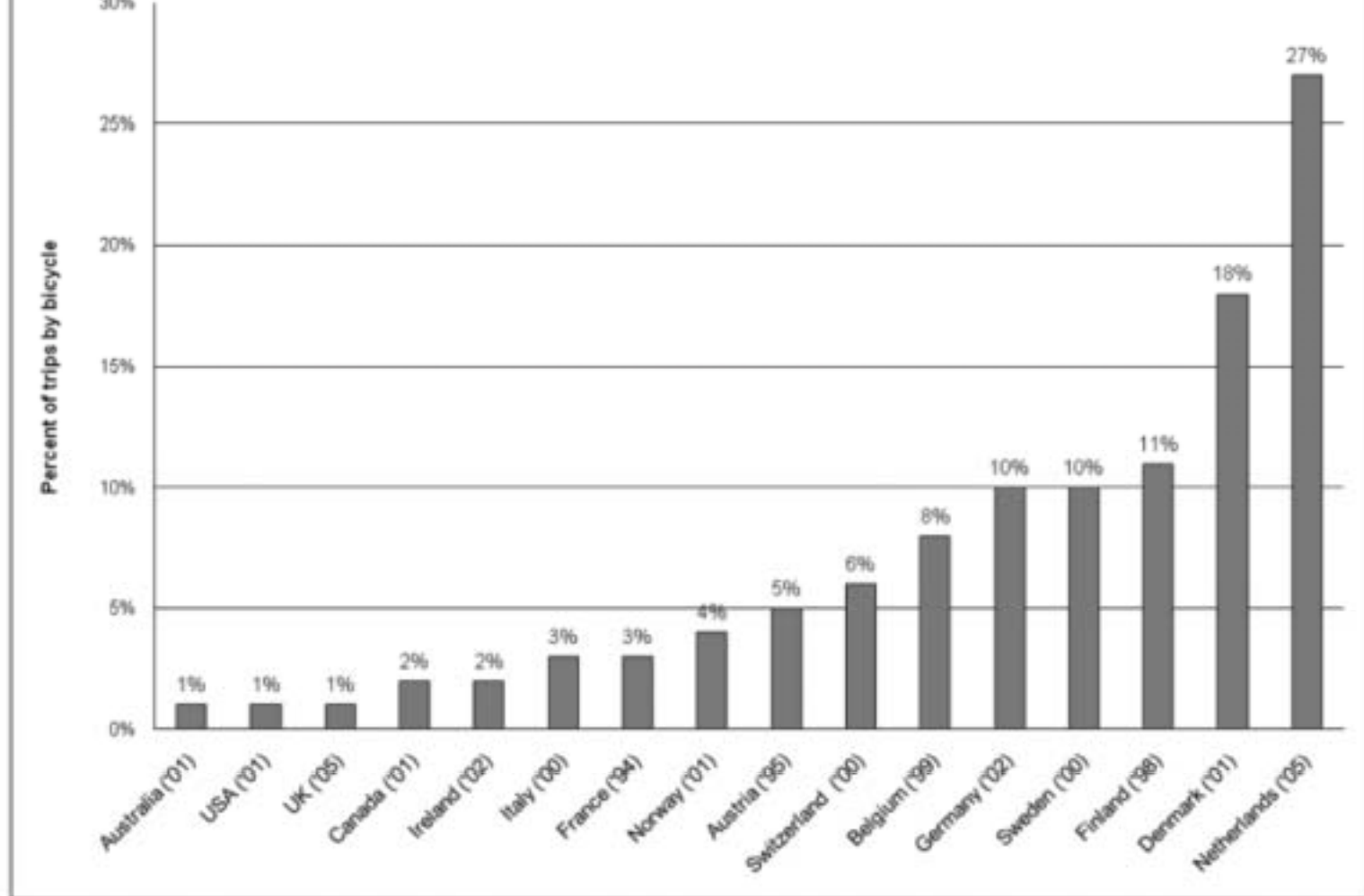
Transport Reviews, Vol. 28, No. 4, 495–528, July 2008

Making Cycling Irresistible: Lessons from The Netherlands, Denmark and Germany

JOHN PUCHER and RALPH BUEHLER

		Dimension 1	Dimension 2	Dimension 3
Dimensions of child well-being	Average ranking position (for all 6 dimensions)	Material well-being	Health and safety	Educational well-being
Netherlands	4.2	10	2	6
Sweden	5.0	1	1	5
Denmark	7.2	4	4	8
Finland	7.5	3	3	4
United States	18.0	17	21	12
United Kingdom	18.2	18	12	17

OECD countries with insufficient data to be included in the overview: Australia, Iceland, the Slovak Republic, South Korea, Turkey.



Sources: European Union (2003); German Federal Ministry of Transport (2003); U.S. Department of Transportation (2003); European Conference of the Ministers of Transport (2004); Department for Transport (2005); Organisation for Economic Cooperation and Development (2005); Netherlands Ministry of Transport (2006); Australian Bureau of Statistics (2007)

Figure 1. Bicycle share of trips in Europe, North America and Australia (percentage of total trips by bicycle).

PUCHER, J. & BUEHLER, R. 2008. Making cycling irresistible: Lessons from the Netherlands, Denmark and Germany. *Transport Reviews*, 28, 495-528.

Dimensions of child well-being

Average ranking position (for all 6 dimensions)

Netherlands

4.2

Sweden

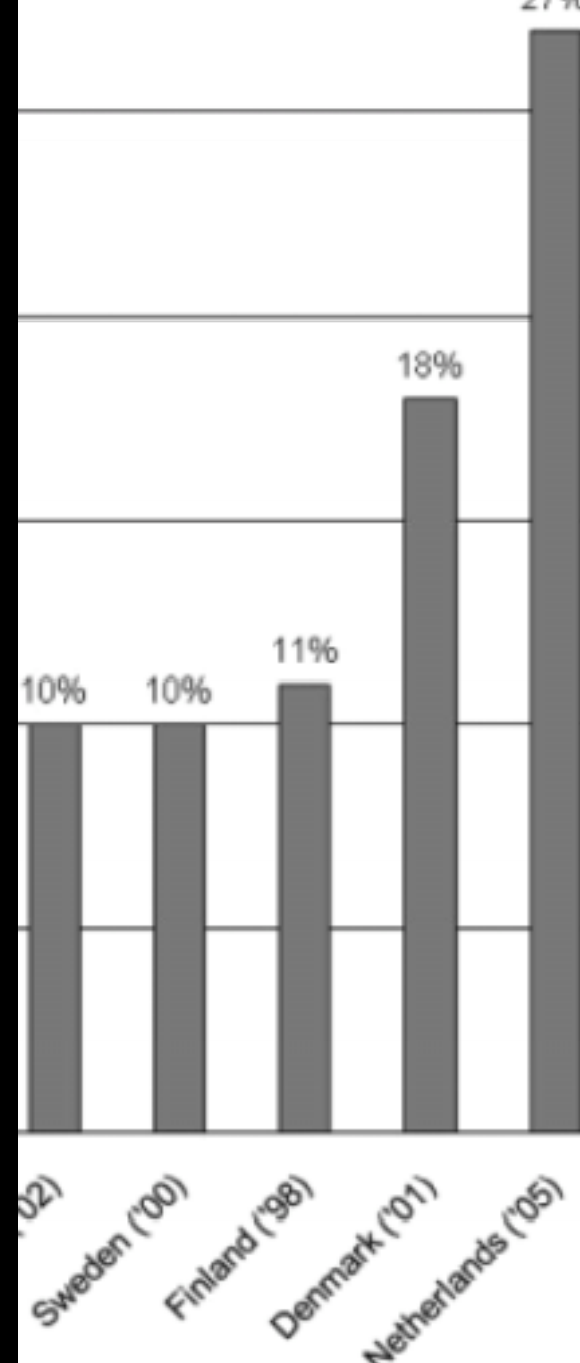
5.0

Denmark

7.2

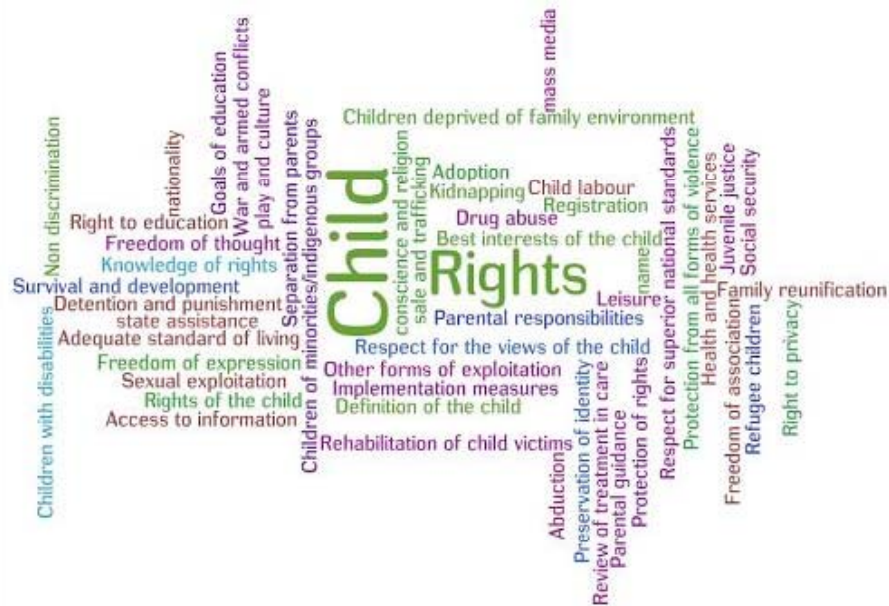
Finland

7.5



Child friendly cities:

United Nations Convention on the Rights of the Child



Provision
(survival and development)

Protection

Participation

Provision rights



Water: A Precious Resource: Photo by niOS

<http://www.flickr.com/photos/nios/3376170604/>

Article 31: the right to play

The right to play, which is clearly articulated in Article 31 of the UN CRC

Article 31 is sometimes seen as an optional component of children's lives; yet this article is based on the recognition that play is fundamental to children's development: physical, social, intellectual and emotional.

Children play anywhere and everywhere, not just in purpose built play spaces.

Photo by Maya Spitz



Freedom to playfully explore their environment



Children and Shadows: Photo by Abe K
<http://www.flickr.com/photos/abekleinfeld/5378999934/>

Protection rights



Banksy Tunpike Lane London: Photo by Deptford.Jon

<http://www.flickr.com/photos/deptfordjon/7205314352/>

Protection rights



TRAFFIC DANGER

Red by serakatie

<http://www.flickr.com/photos/serakatie/401717360/>

Protection rights

“Children today walk less than ever before in the history of humanity”

(Roberts and Edwards, 2010, 39)



boy in car by zen

<http://www.flickr.com/photos/zen/3856125/>

Participation rights

Children as present citizens, not just future citizens



Participation rights

Participating in planning and decision making



Participation rights

Participating in community life



If we promote these rights for children, we'll also have healthier cities for everyone



Parallels between cycle-friendly
cities and child friendly cities

The perspective of the rights of the
child

Provision rights

Play - mastering a risky, challenging activity



A full second on two wheels by Glenn Loos-Austin

<http://www.flickr.com/photos/junkchest/154558081/>

Provision rights

Playfully explore their city



Boys just wanna have fun by Tomorrow Never Knows

<http://www.flickr.com/photos/47803993@N08/5326169125/>

Provision rights

Extension of play territory



Childhood by Extra Medium

<http://www.flickr.com/photos/johnmueller/530205359/>

Provision rights

Social Play



Photo by Greg Robbins

http://www.flickr.com/photos/greg_robbins/282521369/

Protection rights

Protection from traffic danger



Izumi Park Town, Sendai, Japan. By Design for Health

Protection rights

Protection from stranger danger



Sunday Streets – Mission by KayVee.INC

<http://www.flickr.com/photos/kayveeinc/3604623397/>

Protection rights

Reduced lifestyle diseases



Leading by example Photo by Planetgordon.com

<https://www.flickr.com/photos/planetgordon/6302125206/>

Participation rights

When we prioritise cycling, we help make children visible and connected



Training Wheels down Park Ave and Midtown Photo by Dan Nguyen @ New York City

<http://www.flickr.com/photos/zokuga/6040377393>

Participation rights

Connection to people and place



DSC08576 Photo by echoforsberg

www.flickr.com/photos/echoforsberg/2458983806

Why should the broader community care about child friendly cities?

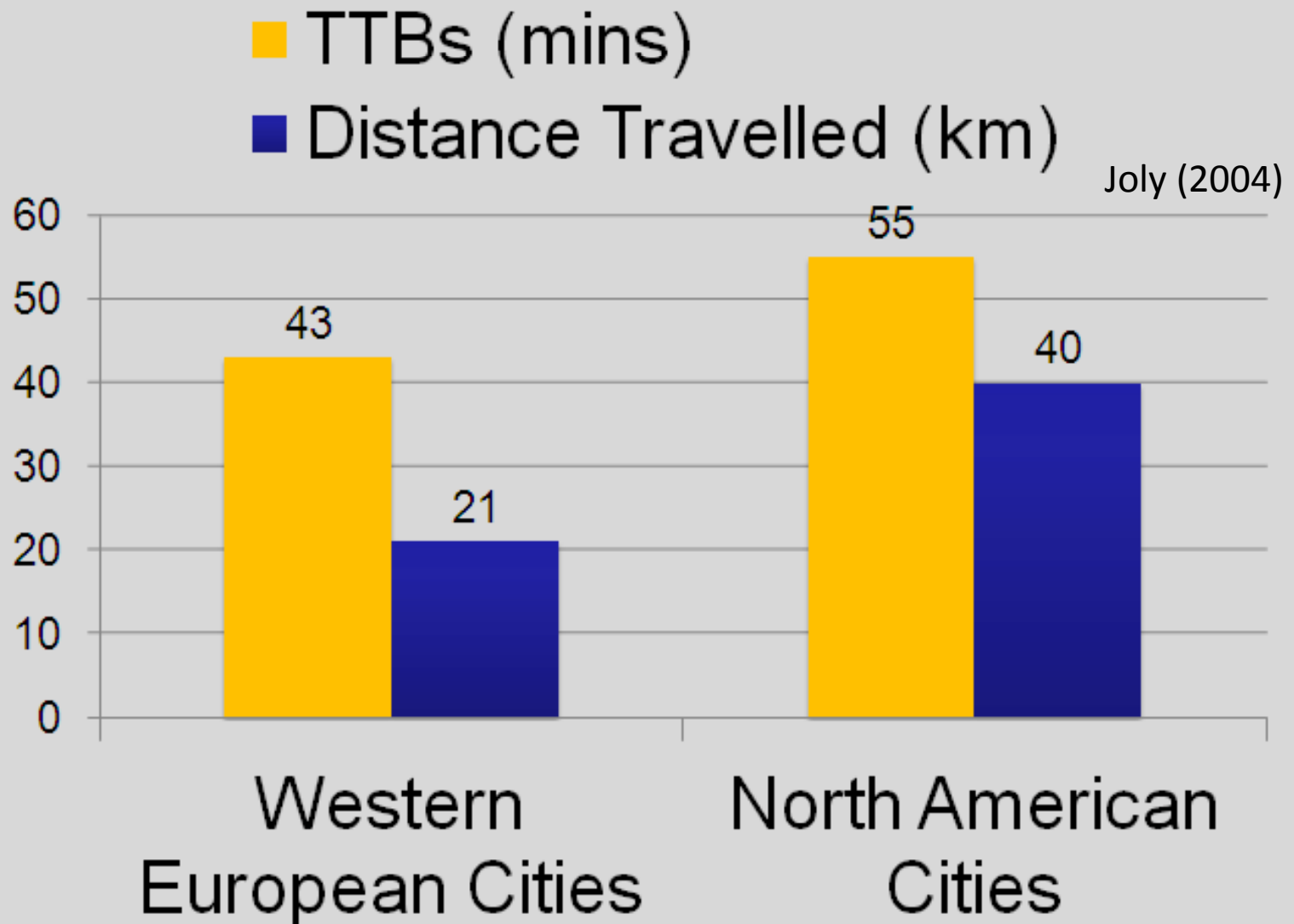
Child friendly cities = healthy and resilient cities



The child friendly transport modes are the modes that make cities resilient and healthy
They use less energy and create less pollution, promote local communities, are less costly, and save us valuable space and time

Cities where child friendly modes are dominant, spend *less* time travelling per day than in cities where cars are the main mode of transport

Travel Time Budgets (TTBs)



The increased speed is not used to save time but to cover more distance

Increases in speed do not fully compensate for the increasing distances

Car dominated cities pay for their speed with longer travel times

This is not counting the extra time we need to earn the money to pay for all the costs of cars

The Speed Paradox

Effective speed:

The average speed of a vehicle after hidden time costs are considered

(Tranter, 2012)

“The typical American male devotes more than 1,600 hours a year to his car ... He spends four of his sixteen waking hours on the road or gathering his resources for it”

(Illich, 1974, 18-19)



Me and my Chevy about 1973 Photo by Hugo90

<http://www.flickr.com/photos/hugo90/5267822906/>

“The model American puts in 1,600 hours to get 7,500 miles: less than five miles per hour”

(Illich, 1974, 19)



Me and my Chevy about 1973 Photo by Hugo90

<http://www.flickr.com/photos/hugo90/5267822906/>

City Cycling

edited by John Pucher
and Ralph Buehler



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Effective Speed: Cycling Because It's “Faster”

Paul Tranter

Some estimates of effective speed for car drivers

Toronto	12.9 km/h
Melbourne	11.3 km/h
Sydney	10.9 km/h
Tokyo	11.7 km/h
New York	8.6 km/h
London	6.6 km/h
Delhi	4.9 km/h
Nairobi	2.2 km/h



How can walking or cycling to school reduce time pressure?



Riding to School by carfreedays

<http://www.flickr.com/photos/81325557@N00/2844337405>

Compare two scenarios

- A households “save time” by driving their children to school and to other activities (e.g. sport), and every household has two or more cars
- B children walk or cycle to school, and most households have no car or only one car



Scenario A - where households “save time” with their cars

- parents spend enormous amount of time at work earning the money to pay for the car that might save them 30 minutes a day on the journey to school



Working late by alancleaver_2000

<http://www.flickr.com/photos/alancleaver/2581218229/>

Scenario A - where households “save time” with their cars

- because children don't get exercise walking or cycling to school, parents drive them to sport



Practice by mikecogh

<http://www.flickr.com/photos/mikecogh/5764936044/sizes/m/in/photostream/>

Scenario A - where households “save time” with their cars

- because of safety concerns, and because their children don't know other children in the local area, they have to be driven to their friends' houses



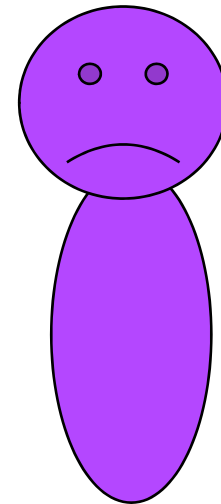
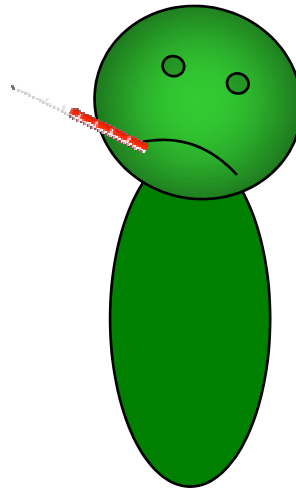
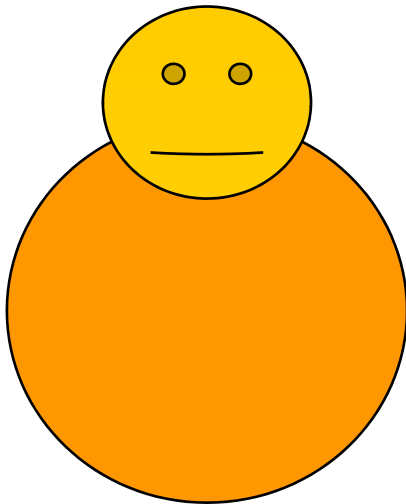
Scenario A - where households “save time” with their cars

- parents expose their children to higher levels of pollution, including in-car pollution



Scenario A - where households “save time” with their cars

- when their children are older they are more likely to be “fatter, sicker and sadder”



The collective impact of “saving time” with
their cars?

Several hours per week driving children around



Scenario B - Where most children walk or cycle to school

Children:

- get to know local friends



Scenario B - Where most children walk or cycle to school

Children:

- feel a part of the local community



Scenario B - Where most children walk or cycle to school

Children:

- are fitter, happier and healthier



Puddle Hurdler: Photo by clappstar

<http://www.flickr.com/photos/clappstar/4437903454/>

Scenario B - Where most children walk or cycle to school

Children:

- don't have as much need to be driven to sport



Street Hockey: Photo by Ilona1

<http://www.flickr.com/photos/ilona1/2929740282/>

Scenario B - Where most children walk or cycle to school

Parents:

- get to work by public transport, walking or cycling



Scenario B - Where most children walk or cycle to school

Parents:

- use their cars only rarely



Scenario B - Where most children walk or cycle to school

Parents:

- save time by not having to work as long to support the second car



Scenario B - Where most children walk or cycle to school

Parents:

- don't need to drive their children to other places (sport, their friends) as often



Walking and cycling to school
saves us time

Strategies for making
environments more child-
friendly
and healthier

City Cycling

edited by John Pucher
and Ralph Buehler



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Children and Cycling

Noreen C. McDonald

Changes to the built environment



Changes in social values



Changes to built environment

Schools, shops and services closer to children's homes



Changes to built environment

Increasing children's safety
from traffic



Changes to built environment

Increasing children's safety
from traffic



Graz (Austria)

Changes to built environment

Secure cycle
parking



Changes in social values

1. Slowness
2. Think and act collectively
3. Challenge risk-aversion

THE INTERNATIONAL BESTSELLER

in praise of

SLOW

HOW A WORLDWIDE MOVEMENT IS CHALLENGING
THE *CULT OF SPEED*



CARL HONORÉ

“Children are not born obsessed with speed and productivity – we make them that way”
(Honoré, 2004, 216 – 217)

Think and act collectively

Recognise the collective impacts of individual decisions

Collective agreement to look after everyone's children



Challenge risk aversion



You are here: Home / Sydney Playground Project / About us / Background

ABOUT US

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- > Methods
- > Funding
- > Let's talk about risk
- > Think green
- > Research Students
- > Contact us

BACKGROUND

The Sydney Playground Project started in 2009, but the idea itself is older. In 2003 and 2004, Professor Anita Bundy gathered a number of people with interest and expertise in children's health. Their common denominator was the belief that play should be an integral part of children's daily occupation and that play is beneficial in many different ways.

Many children in Australia are overweight, bullied or have poor mental health – problems that are often inter-related. One reason for these problems is that the amount of outdoor play has decreased in recent years. Outdoor play encourages social interaction and physical activity; indoor play is often sedentary and solitary. Play involves physical activity, creativity and cooperation, all of which will help children develop and maintain good physical and mental health. Best of all: most young children love outdoor play and will therefore pursue it.

In 2005, a pilot study was performed at one primary school in Western Sydney using "near-miss funds" from the University. The results were promising, so the research team started to apply for grants to investigate in a larger study.

In 2009, the team was granted funds from both the two major Australian funding bodies: NHMRC and ARC for three years. Our happiness was great - the "real" study could start!

In March 2009 we started extending the project team, recruiting schools, training students and sourcing test devices. In July 2009, after some very intense months of hard work, we started the first round of pre-testing with shaky legs! Fast forward to 2011 and we have collected data in twelve schools and are in the process of analysing the data.





Physical activity and teamwork: one boy dragging four other boys who are holding onto a bread crate



Creativity, physical activity and teamwork: boys working together to build a fort-type structure



Teamwork, cooperation and physical activity: kids walking behind one another in a line



Physical activity and teamwork: a few boys building a structure from milk crates



Creative play: girls playing in the structure they have built using various materials



Physical activity and teamwork: two girls towing two other kids on a bread crate and rope trailer

Allowing children to take risks in play



Physical activity: children pushing a barrel with another child inside

Creating healthy environments

Requires a fundamental cultural change

revive innate values that already exist within our children

By taking the time to observe children's play, we may re-discover:



The joys of slowness



The value of
community and
working together



The excitement of
risk



Creating healthy
environments?
It's child's play.

Paul Tranter
UNSW Canberra
Australia
p.tranter@adfa.edu.au



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