

Risk in Play & Learning | UBUD-HÖÖR DECLARATION SEPTEMBER 2017



International School Grounds Alliance
www.internationalschoolgrounds.org

The International School Grounds Alliance (ISGA) is a global network of organizations and professionals working to enrich children's learning and play by improving the way school grounds are designed and used. The ISGA's Leadership Council convened in Oct. 2015 at the ARMA Museum in Ubud, Bali, Indonesia following our 4th international conference and in Sept. 2016 at Åkersberg in Höör, Sweden, following our 5th international conference.

Below is a list of ISGA Leadership Council members and organizations who support and share the conviction that beneficial risk-taking is essential in children's play and learning environments. These members represent 16 countries from Africa, Asia, Australia, Europe, North America and South America, and endorse the Ubud-Höör declaration as individuals or in their organizational capacity.

INDIVIDUAL LEADERSHIP COUNCIL MEMBERS:

Elizabeth Tolu Babalola Lagos, Nigeria	Delaine Eastin <i>Former California Superintendent of Public Instruction</i> Davis, USA	Sue Humphries Goring on Thames, Oxfordshire, UK	Tahereh Sheerazie Los Angeles, USA	Dr. Jan Van Boeckel Tallinn, Estonia
Susan Boyd Washington D.C., USA	Dr. Hoàng Thị Hà Thanh Hoa, Vietnam	Dr. Keitaro ITO Fukutsu-City, Japan	Biraj Shrestha Hetauda, Nepal	Sue Waite Plymouth, UK
		Dr. Ko SENDA Tokyo, Japan	Sam Ullery Washington D.C., USA	Dr. Ching-fen Yang Taipei, Taiwan

ORGANIZATIONAL LEADERSHIP COUNCIL MEMBERS:



RISK-TAKING OPPORTUNITIES are an essential component of a well-functioning school ground. Adults and institutions have a responsibility to use common sense in providing and allowing risk-taking activities for children and young people.

Risk is Essential for Health and Well-Being

IF YOU DON'T TAKE A STEP you will never learn to walk. Children and young people need to take risks in order to develop cognitive, social, physical and psychological competencies.

CHILDREN AND YOUNG PEOPLE of all abilities have an equal need and right to have opportunities to take risks and realize these benefits.

THIS IS SUPPORTED by the United Nations Convention on the Rights of the Child (Article 31, General Comment 17).

Learning through Experience

RISK-TAKING ALLOWS children and young people to learn vital lessons about themselves and their world. These are lessons that cannot be taught and can only be learned through experience. Caution, resilience, courage, knowledge about one's own abilities and limitations, and the self-confidence to reach beyond them are learned through self-chosen action.

SINCE THE WORLD IS FULL of risks, children need to learn to recognize and respond to them in order to protect themselves and to develop their own risk assessment capabilities.

Beneficial Risk

RESEARCH SHOWS that an indiscriminate 'risk-minimization' policy can be a source of harm, not benefit.

HURT CAN PROVIDE A POSITIVE experience. Children and young people learn by mistakes and therefore need opportunities to fail.

Call to Action: As Safe as Necessary

EDUCATORS ARE RESPONSIBLE for providing children and young people with opportunities to develop life competencies such as common sense, problem solving and confidence.

PARENTS AND ADULT FAMILY MEMBERS, school boards, administrators, legislators, legal authorities, and insurers should all devise policies and processes that permit schools to provide activities with beneficial levels of risk.

THOSE WHO PLAN, design, manage, supervise and maintain school environments should be encouraged to take benefits of risk into account.

SCHOOL GROUNDS should not be as safe as possible but as safe as necessary.

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