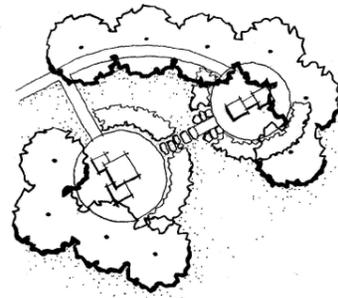
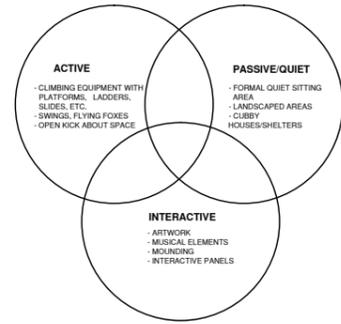


# DESIGN PRINCIPLES

THE FOLLOWING DESIGN PRINCIPLES SHOULD BE FOLLOWED:



**1** PROVIDE A VARIETY OF ELEMENTS TO ACCOMMODATE A NUMBER OF PLAY FORMS (ACTIVE TO FOCUSED), AND A WIDE RANGE OF DEVELOPMENT SKILLS

**2** PROVIDE LINKAGES BETWEEN THE ELEMENTS AND FLOW THROUGH AND AROUND THEM TO INCREASE OPTIONS FOR USE.

**3** ENSURE THAT EACH ELEMENT CAN BE USED IN SEVERAL WAYS, ALTERING AS THE SKILL LEVEL DEVELOPS

E.G. FISH AT OCTOPUS GARDEN, COLMSLIE BEACH RESERVE

**4** ENSURE SAFETY WITHOUT SACRIFICING PLAY (COMPLY WITH AUSTRALIAN STANDARDS, PROVIDE SHADE)

E.G. CLIMBING NET & UNDERSURFACING AREA AT ROCKS RIVERSIDE PARK.



**5** INCORPORATE ART TO COMBINE IMAGINATIVE AND PHYSICAL PLAY

E.G. ARTWORK & PLAY MOUNDS AT EINBUNPIN PARK.

**6** PROVIDE SHAPES, VARIED TEXTURAL SURFACES, COLOUR AND PLANTING TO ADD LAYERS OF SENSORY DETAIL AND AN EXCITING COMPLEXITY.

E.G. CORRUGATED FORMED PATHWAY AT ORLEIGH PARK.



**7** ENSURE STRONG TIES WITH THE LOCAL COMMUNITY THROUGH INTEGRATION IN THE CONCEPT, IMPLEMENTATION OF PLAYGROUND OR REFERENCING TO HISTORY.

E.G. RAVEN STREET RESERVE PLAYGROUND REFLECTING THE NATURAL ENVIRONMENT CHARACTER OF THE SITE.



**8** ACHIEVE A BALANCE BETWEEN PARENTAL SUPERVISION AND INDEPENDENT PLAY.

E.G. INFORMAL PICNIC AREAS INTEGRATED TO PLAY SPACES ALLOW FOR SUPERVISION & SAFE INDEPENDENT PLAY OPPORTUNITIES.

**9** ENSURE SPATIAL DIVERSITY TO ACCOMMODATE CHILDREN PLAYING ALONE, AND IN SMALL, LARGE AND FAMILY GROUPS.

E.G. ARTISTIC CUBBY HOUSE AT ORLEIGH PARK



# PLAY DESIGN FOR AGE GROUPS

Age group	Type of play features
1-6 years	<ul style="list-style-type: none"> <li>• Low platform heights.</li> <li>• Small scale structures with little challenge to gross motor skills. E.g. Ladders/stairs, bridges, tunnels, small slides</li> <li>• Equipment that develops fine motor skills. E.g. Interactive activity panels, stationary balance beams.</li> <li>• Caters for individual play, quiet / cognitive play. Interactive panels, landscape elements. Can be intimidated by active older age groups.</li> <li>• Equipment that promotes role-play and imaginative - play pretending, imagining. E.g. Shop front counters, cars, playhouses.</li> <li>• Safety design devices present on specific equipment. E.g. Toddler swing with belt, slides with full platform enclosures.</li> <li>• Equipment that promotes movement - running, jumping, sliding, crawling, rocking, chasing, racing. E.g. Spring toys, toddler swing.</li> <li>• Equipment that promotes social interaction and sensory play - exploring by small groups. E.g. sandpits, planting areas.</li> <li>• Structures provide for carer involvement and assistance in play.</li> </ul>
6-12 years	<ul style="list-style-type: none"> <li>• Medium platform range</li> <li>• Independent play equipment to provide physical challenge and test gross motor skills - learning by repeating activities, mastering skills. Spectators as well as performers. E.g. Climbing ropes, fireman poles, fitness equipment, swings.</li> <li>• Play equipment provides medium levels of risk with increased heights, open platforms, and increases the fear factor with speed through play facilities. E.g. flying foxes, track rides.</li> <li>• Circuits of play equipment with a variety of scales adjacent to kick-about areas.</li> <li>• Sporting equipment for individual or group play. More competitive and more independent play activities. Basketball court, hit wall.</li> <li>• Equipment caters for active play and games with some quiet play. E.g. Hide outs, small enclosures.</li> <li>• Equipment designed for social play of groups of 2 - 5 children and social interaction. E.g. Hammock swing, hang out/meeting spaces.</li> <li>• Smaller nets and lower components of larger nets are a good example of physically and mentally challenging equipment.</li> <li>• Proprietors play equipment such as pedal-powered equipment with physical play value, which can be moderated, are typical of this age group. E.g. Pedal power.</li> </ul>
12 years -adolescent	<ul style="list-style-type: none"> <li>• High platform range.</li> <li>• New proprietor play equipment for this age group tends to have subtle and subdued colours such as navy, gunmetal grey and maroon.</li> <li>• Play equipment challenges fine and gross motor skills - balance, strength and intellectual skills. E.g. Traversing nets, climbing walls.</li> <li>• Equipment designed for adolescents provides high activity and caters for small groups to play at one time with many entry points. E.g. Large multi use climbing nets with balancing platforms and hanging around, bike riding, ball games, skating.</li> <li>• Equipment should spatially challenge this age group, requiring decoding prior to use.</li> <li>• Designated activities for group or individual use. Individual preferences more pronounced. E.g. Rebound walls, basketball half courts.</li> <li>• Social hang out spaces with seating / shelters are associated with teenager play areas. Prefer not to be identified with smaller children. 'Image and style' of play elements is important.</li> </ul>
All Disabilities	<ul style="list-style-type: none"> <li>• Equipment that promotes movement and encourages upper and lower body movement. E.g. Horizontal ladder, spring toys which provide support on all sides to prevent fall.</li> </ul>
Physical Disabilities	<ul style="list-style-type: none"> <li>• Undersurfacing that allows user transfer. E.g. Sand</li> <li>• Interactive elements accessible at wheelchair height. E.g. Sand/water tables, tic tac toe panels.</li> <li>• Undersurfacing provides access for wheelchairs. E.g. Softpave Rubber.</li> </ul>
Physical and sight disabilities	<ul style="list-style-type: none"> <li>• Accessible entry points and appropriate aisle widths within play structure. E.g. Ramps connecting to accessible paths, transfer station, Aisles to accommodate wheelchairs and able bodied children, tactile pavement indicators.</li> </ul>
Physical, sight and intellectual disabilities	<ul style="list-style-type: none"> <li>• Equipment that allows play with carer assistance. E.g. Dual free standing or embankment slides, spring toys with side car attachment, hammock swing.</li> </ul>
Sight, hearing and intellectual disabilities	<ul style="list-style-type: none"> <li>• Elements that promote sensory interaction. E.g. Chomes, speaker tubes, musical panels, textures, braille walls, planting.</li> </ul>

				DRAWING AUTHORISED FOR PUBLICATION PAUL COTTON SIGNATURE ON ORIGINAL DATED 03/09/04				DESIGN	Std Dwgs WG	DATE	OCT '13		<b>BRISBANE CITY COUNCIL STANDARD DRAWING</b>  <b>PLAYGROUND DESIGN PRINCIPALS</b>		SCALE NOT TO SCALE		
				MANAGER INFRASTRUCTURE MANAGEMENT R.P.E.Q: 2546				DRAWN	CPD - P&D	DATE	OCT '13				DWG No.	<b>BSD-10402</b>	
				DESIGN APPROVED LAUREN TEMPLEMAN SIGNATURE ON ORIGINAL DATED 31/08/04				CHECKED	UMD - E&P & IMP	DATE	OCT '13				ORIGINAL SIZE	A3	
				PRINCIPAL PROGRAM OFFICER PARKS				DRAWING FILENAME	BSD-10402 (B) Playground design principals.dwg						REVISION	B	
ISSUE	AMENDMENT	DRAWN DATE	CHK'D DATE	APPR'D DATE				ASSOCIATED PLANS	SUPERSEDES UMS-754								