

Play for All

The newest developments
in universal design, accessibility
and inclusion in playgrounds

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Further reading

Convention on the Rights of Persons with Disabilities, United Nations 2007
<http://www.un.org/disabilities/convention/convention.shtml>

International classification of Functioning, Disability and Health, World Health Organisation 2001

A Guide to the ADA Accessibility Guidelines for Play Areas, United States Access Board 2005,
<http://www.access-board.gov/play/guide/intro.htm>

Access in playgrounds: What does it mean? How does it work?

Why is it so important? Kate Bishop, Special Needs Design Consultant,
Parks and Leisure Australia, 2003 National Conference in: *PlayRights*, No.3 2003

www.odpm.gov.uk
www.ncb.org.uk
www.npfa.org.uk
www.cabe.org.uk
www.kompan.com

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Universal Design, Accessibility and Inclusion

Every child has the right to leisure and play. Regardless of their age, nationality, gender, skin colour, social and religious background, physical and intellectual abilities children have the right to play and to play with others. This is backed by the *United Nations' Convention of the Right of the Child* – the most widely signed UN convention ever.

Special needs and existing guidelines

When it comes to children's playgrounds, the approach to inclusion, accessibility and usability of the playground and the equipment varies across the world. Some countries have a clear definition of good play areas for children with disabilities. Others still consider accessibility for wheel chair users the main issue. *The Americans with Disabilities' Act Accessibility Guidelines for Play Areas* specifies accessible routing as well as accessible products and is fundamental in KOMPAN's approach to product design.

UN convention of rights of persons with disabilities

The *United Nations' Convention on the Rights of Persons with Disabilities* recommends a universal design approach. The convention has been signed by the majority of countries over the last two years.

Contrary to previous perceptions of accessibility as the main issue, the universal design approach has its emphasis on usability for all, on their individual terms. The purpose of the Convention is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity".

The way for this approach was paved by among others the World Health Organisation's ICF (International Classification of Functioning, Disability and Health) in 2001. This document clearly states that no person is handicapped just lacking in particular aids. The ICF discusses the inclusion of all users.



"Recognising that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child," *United Nations' Convention on the Rights of Persons with Disabilities*

The dominant approach of universal play is that rather than defining people as disabled, some environmental factors are to be defined as disabling. These factors should undergo a re-design to make them universally usable and accessible for all.

KOMPAN's history with universal design

To KOMPAN, working with universal design is part of our philosophy and history: The KOMPAN Homo Ludens, the playful human being, expresses our belief that every human being is unique and valuable. KOMPAN has always fostered a philosophy of inclusion. The vast majority of KOMPAN designs are made so that all users can benefit from the play equipment on their individual terms. KOMPAN also has a small range of special equipment to be used when needed.

A guideline to universal playgrounds

This material will provide an overview of useful principles for planning and designing play areas

for all, for choosing relevant products and ensuring accessibility to the playground and the play equipment. KOMPAN has developed these principles on the basis of a long history of designing for all. This approach made KOMPAN the primary provider to the U.S. Architectural and Transportation Barriers Compliance Board in developing *The Americans with Disabilities' Act Accessibility Guidelines for Play Areas*. Read more about universal play, inclusion and accessibility on www.kompan.com on the KOMPAN Play Institute pages.

It is the hope that the material will help and assist in planning relevant and pleasing play areas for everybody, universally.

Enjoy!

Jeanette Fich Jespersen,
The KOMPAN Play Institute,
International Manager

"Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed."

From the *United Nations' Convention on the Rights of Persons with Disabilities*, article 2, Definitions

Universal Design Philosophy

KOMPAN has a well established tradition of universal and inclusive design. All children, including children with disabilities, are considered when a KOMPAN product or play space is made. One of the four main points in KOMPAN's play philosophy is "Play Together", which encompasses the idea, that all children and adults should be included in play no matter what their ability.

This philosophy is continually demonstrated in our designs. KOMPAN designs have many openings and details which support play exchange from the inside to the outside of a product. These design assets create a play space both in and around the product resulting in very open designs, creating opportunities for play across all abilities.

The Americans with Disabilities Act

KOMPAN's design philosophy agrees with the ideas of universal design and design for all, or, inclusive design. KOMPAN's playground designs take their starting point from *The Americans with Disabilities Act's Accessibility Guidelines for Play Areas* (ADAAG). The ADAAG is a guideline for

accessible playground and equipment design which took effect in 2001. Previous to that KOMPAN was chosen as play industry consultant for the committee in Washington when the guidelines were made.

The ADAAG does present some challenges though: In some cases the ADAAG might accept structures as being accessible which KOMPAN believe do not meet basic demands for usability. On the other hand, a selection of the play structures which KOMPAN find many children with disabilities take joy in using, do not comply with the ADAAG.

6 Principles for Universal Design

KOMPAN's universal design is not solely accessible, it is meaningful and usable. The possibilities for usage represent a relevant play activity which makes sense for all children. We work with the following 6 main principles in the design of inclusive and universal play equipment.

6 Principles for Universal and Inclusive Design

Products are:

- Accessible
- Multifunctional (when possible)
- 360° design: Play from all sides
- Equipped with diverse play opportunities
- Clear in colour and design signals
- Provided with special solutions for special needs when relevant



KOMPAN's design philosophy agrees with the ideas of universal design and design for all

KOMPAN's Universal Play Design Philosophy

Examples of KOMPAN's definition of universal design and inclusive playground activities:

KOMPAN divides universal designs and accessible activities into three categories:

- Ground level activities
- Elevated level activities
- Multi level activities

Activities are based on, but not limited to, *The Americans with Disabilities Act's Accessibility Guidelines for Play Areas (ADAAG)*. If there are an equal number of elevated and ground level activities, 50/50% within the below definitions, the play structure is to be defined as universal design and play for all.

A main principle of KOMPAN Universal Design is multifunctionality; meaning combinations can be used in a variety of ways and offer diverse play opportunities.



Ground level

Activities that can be accessed from ground level: rocking equipment, seesaws, rotating equipment and carousels, a bench, a hammock, a play counter, a role play scenario or a manipulative item. Activities and designs that encourage playful interaction between the inside and outside of a play item further the products usability.



Elevated level

Activities that can only be entered from an elevated platform: a slide, a fireman pole, a banister bar, manipulative items on an upper level, a bridge, or overhead link. Access to the elevated platform can be created by a transfer platform, an accessible stairway or, when relevant, by a ramp.



Multi level

Activities that can be accessed and used from ground level and an elevated level: net links, curly climbers and access climbers. Provided the surfacing is accessible, these KOMPAN activities are accessible as well as usable. Many activities can be used from both levels and by all levels of abilities.



- Curly Climber
- Accessible stairway
- Ground level play



Tower • ELE400050

Tower

2-6 years

The accessible stairway and the combination of a slide, a curly climber, the rock climb entrance and access hand holds creates play possibilities for all. The counter under the platform supports social play and the transparency of the product encourages interaction between both the inside and outside of the product.



This symbol indicates universal and accessible throughout the KOMPAN catalogues

Ministudio

2-6 years

The two counters, the manipulative items and the sand sieves make the Mini-studio the perfect accessible piece for sand play and other social interaction. As the Ministudio has no fall height it can be placed on a hard surface bordering a sand area to make the unit wheel chair accessible.



Ministudio • ELE400104



See our extensive product portfolio of universal designs at www.kompan.com



Hammock • ELE400006



Binoculars
ELE400045



Megaphone
ELE400046

Megaphone and Binoculars

2-6 years

These two posts are ideal to place along an accessible pathway in the playground. They are universally usable and accessible for all and provide social play along with sensory experiences.

Hammock

2-6 years

Swinging back and forth, lying on your stomach, your back or seated, is universally appealing. This hammock is usable by most abilities and a lovely retreat or an inspiring social play event, depending on where it is placed in the playground.

Examples of Universal Play Designs

- Accessible stairway
- Ground level play
- Contact between inside and outside



Palace/Fortress themes w. ADA Stair • MSC6416P

Palace/Fortress themes with accessible staircase

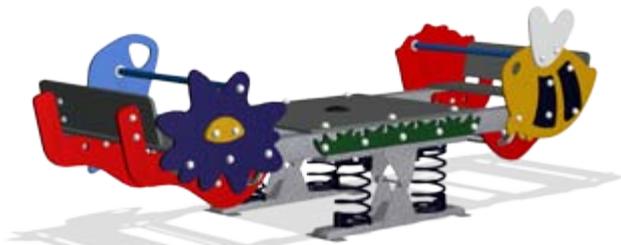
2-6 years

The transparency of the Palace/Fortress makes it usable by all abilities. The counter and the wide openings under the platform provide good support for social play and interaction between the inside and the outside of the product. In the cave under the platform there is a seat. The elevated level and the slide can be accessed via the accessible staircase or by the curved climbing wall.

Creative Workshop

1-4 years

The Creative Workshop can be approached by all sides and the manifold activities are usable and accessible for all. Two counters and a wide variety of manipulative items, some with sounds, support positive interplay and creative thinking. The connection between each side of the workshop is created by a climb through rectangular hole, covered by two nylon straps.



Garden Seesaw • M186P + M147P



Creative Workshop • MSC5408P

Garden Seesaw

2-6 years

Adding the M147P foot, leg and back support to the Garden Seesaw supports the usability for users of all abilities. The platform in the middle is a popular place to sit or lie when the seesaw is activated.



Crazy Gander

2-6 years

The foot and leg support of the Crazy Gander, combined with the soft rubber back support and the extra wide seat with the side support makes this a very usable spring item for most abilities. The low sides at the front ease the entering of the product, and the handles offer support at varied heights.

Toddlers' Castle

1-4 years

The imaginative slide and play framework of the Toddlers' castle features an accessible stairway up to a low platform which interacts with the outside, the manipulative features, a nice, hollow window and a slide. The small table offers good support and social interaction with the manipulative and sand play items.



Crazy Gander • M106P



Toddlers Castle • MSC5403P



The KOMPAN GALAXY range is made for non-prescriptive play and lives up to the ideals of universal play by being usable by all. The transparency of the product furthers interaction and every part of the product is centre of the play. In 2001, KOMPAN GALAXY was awarded the prestigious Independent Living Design Award in the UK due to its open design, allowing for all children to play together.



Altair

6-12 years

Apart from offering an abundance of bouncing, turning and climbing activities the Altair offers ground level attractions such as turnable triangular plates, a play shell seat and a vertical play net.

- Turnable triangular plates to turn by hand, sit on or stand on
- Play shell to rock in, lie in, sit in or climb on
- Horizontal net to lie on, sit on or stand on



Altair • GXY940



Giant swing ø 120 cm • SPME40430

Giant Swing

6-15 years

This swing can be used lying, sitting or standing. By adding the 120 cm diameter seat more children can use it together.

Examples of Universal Play Designs



Crest • ELE500116

Crest

6-12 years

The accessible staircase of this multiple and layered play unit supports users by having holes for hand support in the sides of the staircase and additional holes in the floors. The remains of the unit offer activities that can be entered in varied ways: by steel ladder steps, climbing walls, play shell seats or overhead ladders. The versatile character of the unit and the fact that it can be climbed all around as well as on the inside and outside makes this a universal design.

- Accessible stairway
- Playful seating
- Hand holes for better grip

Supernova

6-15 years

This item is designed to cater for all players and can be spun by pushing. Children can lie on it, sit on it, stand on it or even run on it. The Supernova has been described as a piece which makes the difference in competencies invisible between players as it is fully non-descriptive. The one green ring among the orange ones encourages the creation of games.



Supernova • GXY916



Wacky spinner • ELE500007

Wacky Spinner

6-15 years

This low spinning and rocking equipment can be activated when seated, lying or standing. It suits all abilities due to its versatile character and low entry point.





KOMPAN works with 7 main points for universal playground design

- 1. Accessible routing**
- 2. Relevant ground level activities**
- 3. Access to relevant elevated level activities**
- 4. Variation in play opportunities**
- 5. Supportive of challenges in play**
- 6. Supportive of social interaction**
- 7. Special solutions for special needs if relevant**

KOMPAN's Universal Playground Design Points



A universal and accessible playground design is mandatory to cater for users with disabilities in the first place. To KOMPAN, accessibility to the playground is a minimum requirement. Universal design is the addition that makes the playground usable.

1. The first step in making an inclusive play area is to provide an accessible infrastructure and accessible surfacing to and around the play area with relevant play activities. There are three kinds of accessible safety surfaces:

- wet pour surfacing
- rubber tiles
- accessible/engineered wood fibre

However, safety surfacing is only necessary under and around play activities. The remaining accessible routing could be made with gravel pathways, tiles, wood tiles or similar.

2. The definition of relevant activities depends on the users intended on the playground. Users of the playground often include adults, carers parents, and the elderly. A wide range of activities which can be reached and handled from or on ground level are recommended for the sake of all users. Different age groups are appealed to by different activities and these should furthermore be ergonomically designed to cater for the user group intended.

3. Access to elevated level activities, which can only be entered and used from elevated level, according to the Americans with Disabilities Act guidelines is provided by adding a transfer platform or a ramp to the playground activity. That having been said, some users with walking im-

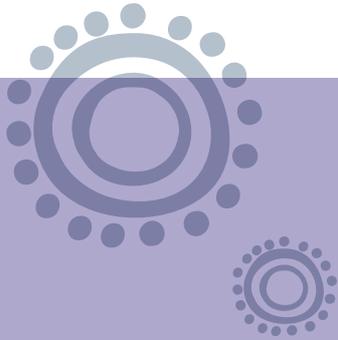
pairments can master an inclined net access, for instance. Again, by stressing relevant elevated level activities it is our hope to see fewer pieces that lead a ramp up to a platform on which there is nothing to do.

4. Varied activities is a keyword in all user oriented playground planning. Offering versatile activities might be a way of offering variation – multiple activity pieces are often very popular with the users. Good examples of multiple activity pieces can be the themed role play structure which also offers sliding and climbing. Or it could be the spinning equipment, which can also be used for sand play; or the sand play counter which makes a great seat for the adult accompanying the child to the playground; the swing which is also a nice, rocking seat and meeting place.

5. Planning play areas for users with disabilities also means to respect the innate need for playful challenges, also for these users. Just like any other child, children with disabilities should be offered a range of relevant challenges: wheelchair users with dystrophies can for instance hoist themselves by upper body power into a climbing net; autistic children can cooperate and socially interact with other users on a seesaw. These are examples of challenges that can be supported playfully in the well planned play area.

6. The social aspect of the playground might be the most basic purpose served by a playground in the first place. Spaces where children can interact socially, through physical play, as seen in friendly competition on swings, spinning equipment or ball courts, or more quiet spots for a break are both relevant to make the atmosphere of the play area friendly and appealing to users. For users who cannot get around without a wheelchair, transparency in products which cannot be accessed is important to make it possible to be part of the play, to be included.

7. Users who cannot get around without a wheelchair will need further assistance to get to relevant activities. For these users, ground level activities can be used. Elevated level activities represent a challenge if not accessible by a ramp. The wheelchair users who can not get out of the chair take joy in viewing the world from elevated level once in a while, and ramps can be built in for that purpose. These ramps should not lead to activities, that are not relevant for the users or which will have an egress or exit point that far away from the point in which the wheel chair was left behind, that the journey back to the chair is insurmountable to the user.



“Playing is living – for the child – for the future” Fiona Robb 



Centennial Park is one of Sydney’s oldest parks, situated close to the city centre. It is a romantic park, cherished by the residents, and is a favourite place for children of all ages. Paddington Gates Playground lies close to the north side of the park and provides a place where all children can come together with families and carers to play, socialise and to picnic together.

This playground represents a tangible project in designing for children with and without disabilities – something we can all learn from. It is what we call a Universal Design Playground, a playground where all potential users are accommodated in the one design solution.

We need built examples to learn from because sometimes theory and research on one hand and design practice on the other seem to lack an interface. There is the perennial question of form versus function. Not to mention the demands of Australian standards for access, mobility and also playgrounds. None of these documents give a clear basis for caring design for children of all abilities.

So how do we go about Universal Design? It’s a good idea to start with knowing who we are designing for.

Who are we designing for?

Our brief for this playground was to design a playground for **ALL** children aged 1 – 12 years of age, as well as their carers. By **ALL** children we mean:

- children with a disability
- children without a disability

Carers accompanying children may also have a disability; which adds another dimension.

When we think of children with a disability, who are we referring to? This is a complex topic, but in short there are three main groupings in the population of children with a disability (although this is somewhat academic!):

- physical disabilities
- intellectual disabilities
- sensory impairments

Within each grouping, there are rankings from mild to moderate to severe. 37% of children in Australia with a disability are classed as moderate to severe. Intellectual disabilities are more common than other disabilities. Naturally, there are overlaps between groups. Of interest to many people, is how few children with a disability actually use wheelchairs – only 2.3% of the population of children with a disability infact do. This is important to mention because time and time again we notice how misunderstood this statistic is. However, while there are only small numbers of these children the changes made on behalf of this group are essential, and have changed the way we look at playground design.

How do we go about meeting the needs of children with a disability in design? This is complex indeed, and I want to leave you with the following message expressed by a Mother: “What any child with a disability wants is friendship patterns, and something they enjoy doing to feel a sense of achievement – really, what everyone else wants.”

Our masterplan

The playground design addresses the following principles:

- 1. Social Accessibility:** ensure the playground is close to supportive facilities for the community (e.g. carpark, toilets, drinking fountains, bbqs, and public transport).
- 2. Spatial Arrangement:** provide distinct “pods” of activity around a central, unambiguous path system.
- 3. Play Activities:** provide as many play activities as the budget will allow, with no one activity dominating the playground. All activities should be both physically and intellectually accessible to all groups of children. Provide graduated challenges where possible. Strive for a balance of play activities at ground level, as well as those which come from platforms and higher levels.
- 4. Natural Setting:** design for sensory play opportunities through the provision of varied natural materials.
- 5. Shade:** trees and shade structures should complement the design, especially where children will be occupied in one place for a while.

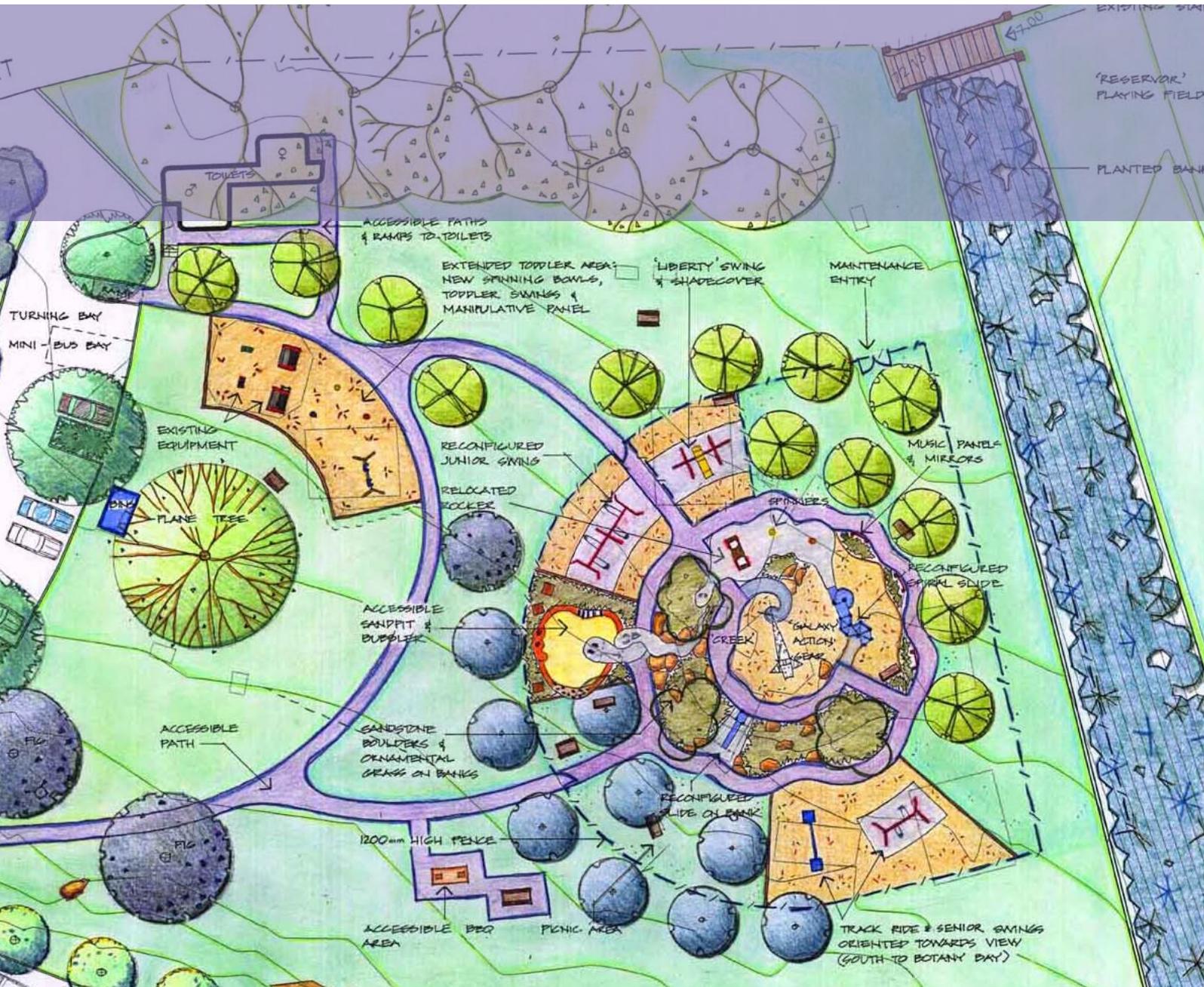
Accessibility

Applying the Australian Standards for Accessibility and Mobility, Parts 1-4, proved to be one of the most challenging aspects of this project, especially in the application of Part 3, Requirements for Children and Adolescents with Physical Disabilities:

- it was difficult to apply the standards to a natural area (when written for the built environment)
- there was lack of connection and support between standards – lack of precedence

Creative Solutions for Everyone A Centennial Park Perspective

By Fiona Robb , Landscape Architect, Sydney



- there were parameters that we could not foreseeably achieve, e.g. limits on number of ramps and landings

So we adopted the American Guidelines and Standards especially written for playgrounds which unequivocally addressed accessibility issues. For example we adopted a 1:20 maximum grade on all accessible paths of travel, allocating the use of landings to path junctions and pause points (e.g. gates).

In summary

1. We paid careful attention to overall spatial arrangements of playground features – clear, uncomplicated, unambiguous layout.
2. We chose equipment and materials to suit a range of children’s needs and play outcomes.
3. We used safety and accessibility guidelines and standards written specifically for playgrounds.
4. We had our plans and also the built landscape certified.

The key to the successful design of a playground for all abilities lies in a collaborative team approach. We use specialists for every step we take. This is true for all aspects of the project from design through to construction. The end result is a playground that meets many of the needs of visiting children and their carers.

I’d like to end with: Playing is living – for the child – for the future.

A playground for all, inclusive and accessible. This was one of the key objectives when planning the King George V playing fields in South Farnborough, England

Playground guidelines

The strict design guidelines for the playground were formulated in consultation with the immediate local community and the Parents Action Group for Special Play (PAG). The guidelines required the design to be aesthetically pleasing, sympathetic to the existing park and provide inclusive play for children of all ages in the local and surrounding areas.

Rushmoor Borough Council and the Community Group chose the KOMPAN solution due to the "Well designed, challenging, dynamic design with full accessibility for children of all abilities", tells Andy Ford, Parks Development Officer, Rushmoor Borough Council.

Addressing a need

The King George V playing fields have been chosen from 39 play areas in Farnborough and Aldershot to be one of the flagship sites. These flagship sites are designed to be used extensively by the local community and surrounding area and will offer play opportunities for children of all ages and ability.

Andy Ford from Rushmoor Borough Council explains: "There is currently a rolling programme to upgrade all playgrounds in the Borough. We spent time evaluating each playground, grading them on age, condition, play level and usage. We then prioritised the order and level in which the playgrounds would be upgraded."

During the assessment process the Parents Action Group (PAG) became involved in the King George V site because of their ambition to see a fully inclusive area in South Farnborough. The PAG had been using the King George V playing fields extensively over recent years due to their use of the onsite pavilion.

"They spoke with us about the need to modernise the area throughout by providing a range of fun play equipment that was both safe for young children and exciting for teenagers", Andy Ford tells.

Working together

The local community were consulted about their views on the project. Every property within a five minute walking distance was petitioned to get their input to the area.



Well designed, challenging, dynamic design with full accessibility for children of all abilities.

The design had to include a non-loose surface and had to be accessible for children of all ages and abilities



Multiple use activities that unite children in play.

The results showed that 92% of respondents agreed that the area needed upgrading and furthermore 24% were interested in assisting with the plans. A main concern was highlighted about the lack of facilities for older children in the area.

From this a detailed brief was created. Tenders were invited for the project the brief sent to interested parties. 30 companies responded and 10 were short listed.

Final design

KOMPAN's design for the play area takes into account the borough council's criteria. The playground had to be aesthetically pleasing, complimentary to the surrounding park, include dynamic play equipment, have distinct areas for 2-7 and 8-12 year olds; the design had to include a non-loose surface and had to be accessible for children of all ages and abilities.

The KOMPAN representative, Chris Dixon tells: "The playground has to serve the whole family from toddlers through to teenagers and has to be accessible for children of all abilities, including full wheel chair access. We have used wet pour surfacing to create the flooring to make not just the equipment but the entire play area adhere to inclusive play. We carefully selected items from the full range of accessible KOMPAN equipment. This includes our ELEMENTS, GALAXY, COROCORD and NATURE ranges."

The local residents and PAG were heavily involved in the final selection, with the council providing advice and expertise as to the final decision. Andy Ford cooperated with KOMPAN previously and was impressed with the equipment and the company philosophy, especially the dedication to universal design and inclusive play.

The reaction has been exceptionally positive. Heather Chalkley, a parent from the PAG for special play who uses the playground regularly with her sons concludes: "The playground is wonderful and provides a great facility for all children. It is wheelchair accessible and provides a superb location for families to meet."

A Regional Flagship Playground: King George V Park, Farnborough, England



Special solutions for special needs - a ramped unit with multiple activities and entry points.

"The playground is wonderful and provides a great facility for all children"



Good solutions for the teenagers were top priority.

KOMPAN Sees the World Through Play



In the 1970's a young artist called Tom Lindhardt Wills witnessed an event which changed the world of children's play. One of his bright, large sculptures had been placed in a new housing area which added colour to the otherwise drab surroundings. Children used it as a landmark and a play item. Thus Tom created a dedicated, child focused play equipment company – KOMPAN.

Today KOMPAN is the world's leading...

...specialist in play solutions for all age groups – and still growing globally. Society as a whole has a greater understanding of the importance of play, in particular, how it is intrinsically linked to learning, health and social development.

At KOMPAN we believe every human being is unique and has a right to play. We call it Playful Living and express this through our logo, the Homo Ludens – the playful human being, who lies at the very soul of our company.

Playful Living expresses:

- The importance of play for all
- Our commitment to children's right to play
- Our belief that every human being is unique and valuable

The realisation of Playful Living begins with the development of play solutions that:

- Excite over and over again
- Enrich your community
- Ensure lasting value

KOMPAN Design Awards



The European Innovative Games Award 2009

KOMPAN ICON won one of three European Innovative Games Awards, EIGA which honours extraordinary innovations in computer and video games.



Janus de l'Industrie 2009

KOMPAN has been awarded for its design and the originality of the concept ICON with the prestigious French design award 'Janus de l'Industrie 2009'.

www.icon.kompan.com



GaLaBau Innovation Award 2008

The ICON™ product was awarded with the Innovation Medal at the GaLaBau Trade show in Germany.

www.icon.kompan.com



Red Dot Design Award 2008

Awarded by the Red Dot Design committee. The KOMPAN STORY MAKERS™ product line was awarded 'honourable mention' in recognition of its particularly successful design details.



Janus de l'Industrie 2007

The new pre-school product STORY MAKERS 2 in 1 won the prestigious French design award 'Janus de l'Industrie 2007'.

www.storymakers.kompan.com



GaLaBau-Innovations-Medaille 2002

Awarded by the committee of the GaLaBau trade show in Germany.



Silver Industrial Design Excellence Award 2002

Awarded by Industrial Designers Society of America.



Independent Living Design Award 2001

Awarded by Independent Living, Phab England.



Silver Industrial Design Excellence Award 1999

Awarded by Industrial Designers Society of America.



Good Design Award 1999

Awarded by the Japanese Ministry of International Trade and Industry.



Danish Industrial Design Prize 1999

Awarded by the Danish Design Council.

KOMPAN Play Institute

A Knowledge Centre for Play

teenagers.KOMPAN.com - sign up for the newsletter on young people's playgrounds

The KOMPAN Play Institute is a knowledge centre for children's play, development and learning. The Institute comprises an international network of play and child specialists who monitor how societal trends influence children's development and their opportunities to play. Their findings are an integral part of the product development process and the knowledge is shared through seminars, lectures, training and publications.

The KOMPAN Play Institute is closely involved in the development process, from societal needs, behavioural studies of age groups to final test observations. This involvement helps ensure that all KOMPAN products challenge physical, social, creative, cognitive and emotional competences within the children.

Visit the KOMPAN Play Institute pages on www.KOMPAN.com



See our full portfolio of universal play designs for all ages
in the KOMPAN catalogues or at www.KOMPAN.com



UNIQUE PLAY AREAS

The 1+ catalogue presents products suitable for toddlers and preschool children. You will find products from the product lines: MOMENTS, ELEMENTS, NATURE and CITYLIFE.



UNIQUE PLAY GROUNDS

The 6+ catalogue presents products suitable for school age children and teenagers. You will find products from the product lines: ICON, BLOQX, ELEMENTS, CITYLIFE, GALAXY, MOMENTS and NATURE.



MAGNETIC PLAY SPACES

The Play Sport catalogue presents products suitable for all age groups; children, young people, adults and seniors. KOMPAN's Play Sport products encourage not only physical activity but also social interaction. You will find products from the product lines: ICON, BLOQX, GALAXY, X-ERCISE and FREGAME.



UNIQUE PLAY NETS ALL AGES

The Play Nets catalogue presents the COROCORD products suitable for all age groups; children, young people and adults. You will find different types of COROCORD play nets and special net solutions.



PLAY EQUIPMENT WITH NATURE IN MIND

All KOMPAN® NATURE play equipment is produced from 100% FSC-certified hardwood. The use of natural wooden materials and the seemingly simple design provides a robust and urban appearance. KOMPAN® NATURE is suitable for children aged 1 to 15 years.

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SUBJECT TO MODIFICATIONS

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