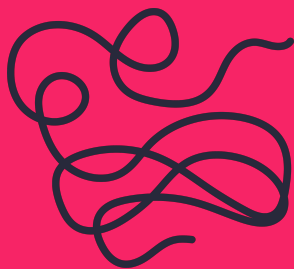
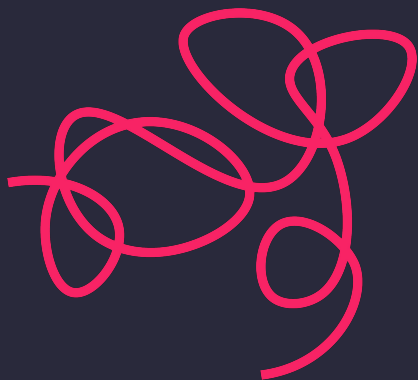


# The PlayTank

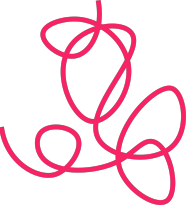




**learning**  
**through**  
*play*



# **Teaching Boing**



## What does it mean to be a Boinger?

A **Boinger** is someone that enables engaging, enjoyable and intentional physical activity experiences. As a **Boinger**, you are making a commitment to supporting children and young people to move more fluently, think more creatively, and establish long lasting healthy relationships with movement.

In this teaching support pack, you will find some tips and tricks, resources to support your delivery and reflection, as well as some key things to think about whilst delivering the Boing PlayGames.





# Start

- Get the game going quickly with clear instructions
- Encourage effort and positively reinforce good engagement

# Middle

- Use a 'change it'
- Use the Questions Card
- Utilise moments for learning by supporting/stretching an individual learner

# End

- Ask the learners to reflect on their experience, with a particular focus on the process of problem solving
- Draw on peer-to-peer reflection to discuss the various ways they engaged with the problems

# 6C's

We created the **6C's** as a way to reflect on the learning environments we are creating for young people. We know how challenging providing engaging, enjoyable and meaningful learning environments can be. So we challenge you to tick off as many of the **6C's** as you can in each session.

## **Captivated and smiling learners**

*Have you seen lots of smiles, heard lots of noise, and made lots of interactions over the course of the session?*

## **Challenging problems**

*Have you set lots of challenging problems to solve, rather than movements to repeat?*

## **Constant and active play**

*Have you provided lots of opportunities to be free, to explore and to experiment in the games?*

## **Collaboration**

*Have you facilitated moments to collaborate and cooperate with others, rather than competition?*

## **Creative decisions and imaginative solutions**

*Have you empowered the learners to move creatively and allow their imagination to flow?*

## **Celebrating being unique and kind**

*Have you provided an environment where all learners can feel belonging and have a positive experience?*

# Challenge or Change

Use the Challenge or Change card to adapt your PlayGame to change how the learners experience the PlayGame. Use a Challenge to increase the difficulty for an individual or the group. Use a Change it to places new dimension on the PlayGame. Remember, every day is different, and a Challenge or Change in one game may have a different response in another. Continuously reflect and adapt based on the needs of learners in your group!

## Challenge

*Restrict - space or resources*

*Switch - partners or objects*

*Increase - scale of the problem*

## Change

*Reduce - decisions or possible options*

*Add - task to afford a certain action*

*Freeze - movement in a particular body part*



# Questions Card



Check for understanding, or challenge them to reflect and think of other ways to solve the problem. There are lots of ways you can utilise questions during the session to supercharge learning. Use the questions card to construct questions around your intentions.

## **What is your intention for using a question at this moment?**

*Think about the reason for your question, have you just seen something in the game, or can you pre plan a moment for learning within your plan?*

## **What is content underpinning the question, and how will it scaffold their learning?**

*Are you interested in the specific experience of the learner and how they are moving around the PlayGame, or is your question more specific to the learning theme?*

## **How will you structure & deliver your question? Is it for an individual or the group?**

*What is the most appropriate way of delivering your question? Consider using divergent questions if you want to hear more about their experience and process, use convergent questions if you want to reaffirm learning outcomes and goals.*

## **Consider how you want the learner to respond? Do you want them to verbalise an answer or show you in the game?**

*Either get the learner to show you the answer by how they engage with the problems set, or ask for a verbal response. You could even consider using the learners peers so they can reflect together.*



# Creating inclusive and accessible environments

When delivering your Boing PlayGames, it is important to consider and understand the different needs, wants and constraints disposed upon the learner. If we are to support children and young people to have agency in their play and celebrate their own solutions to movement problems, we must design and deliver experiences that have all people in mind.

Children and young people with disabilities are so often marginalised from physical activity, with access to meaningful learning environments an often cited constraint.

We encourage all Boingers to keep the needs of every individual in mind when adapting their Boing PlayGames, see below for some helpful starting points and reflections.



## Blind & Visually Impaired learners

- Speak to learners and understand what level of vision they have.
- Use bright and contrasting colours to distinguish game features
- Use audible equipment as much as possible.
- Introduce buddy systems within your learning space

## Learners with a learning disability

- Support verbal information with practical demonstrations.
- Add rules slowly, introduce new rules like layers of an onion.
- Make game features (Boundaries/areas) stand out
- Keep everyone involved, use small groups and games within games



## Deaf and hearing impaired learners

- Speak clearly and face your learners
- Use flags, spots, symbols to gain the groups attention
- Establish basic hand signals and gestures for key instructions
- Check in and communicate regularly with the learner

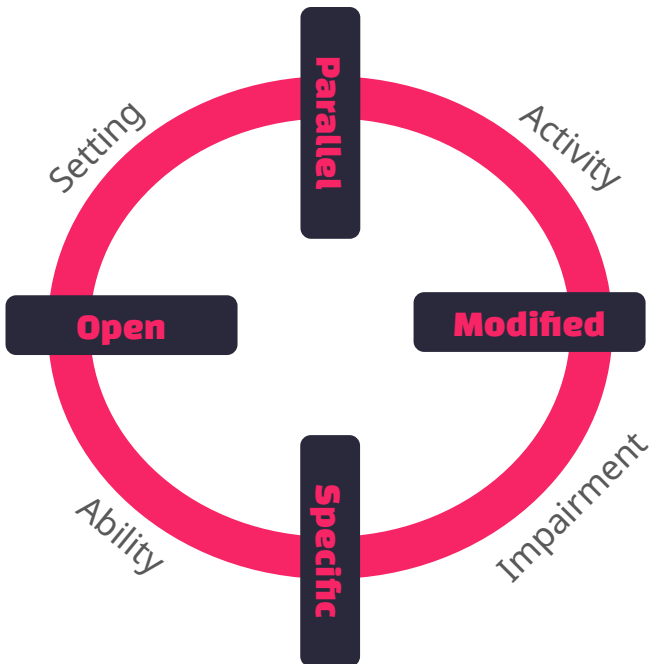
## Learners with physical impairments

- Provide space between obstacles and the edge of your spaces
- Design the size of the space to support the learners capabilities
- Raise equipment off the ground so it can be reached easily



# Adopting the Activity Inclusion Model (AIM)

AIM is a multi-purpose model to support you in adapting your PlayGames to ensure they remain accessible and inclusive to all learners. AIM can be used to change elements of the game and how they are presented, structured, or delivered.



**Open:** Everyone can take part together with no modifications

**Modified:** Adapt the game to support inclusion of all learners

**Parallel:** Group participant according to their capabilities.

**Specific:** Make specific adaptation to support a learners impairment

# PlayGame Modifications

Once you have considered the needs and requirements of the learners, you can start to consider how to adapt different features of the learning environment. You might use the PlayGame Levers to provide material changes to the environment to support the participation of a particular learner.



## Parameters

The team sizes, the space, and the timings



## Rules

The scoring system and key game mechanics



## Movement

The movement solutions they deploy to solve the problems



## Approach

The roles they take up in the game and the tactics they use



## Collaboration

The ways that they work with others to play the game



## Regeneration

The way the games renew and carries on