

Play Champions Toolkit



A guide for developing Young Play
Champions in Primary Schools

Welcome

Scottish Government is committed to investing in all of our children and young people so they can achieve their full potential. I welcome the development of this Toolkit which will encourage children to play more and make our playgrounds better places to play.

Most importantly, this will help them develop skills whilst also having fun. I'm delighted that our investment through Go2play continues to build the capacity of the play sector to work in meaningful ways with parents and schools. I congratulate all involved in the development and delivery of this Go2play Play Champions Toolkit.



Mark McDonald MSP
Minister for Childcare and Early Years

The importance of play is now widely acknowledged by academia and policy makers globally. Through our Go2Play fund, we have been gathering evidence in Scotland that play both increases physical activity levels and, during school time, improves concentration levels and children's ability to settle in class, which can contribute to attainment. This Play Champions programme, delivered by play charities, helps schools to increase their free play opportunities at break-time in a sustainable way. Thanks to all the ventures for their contributions to this new national resource.



Celia Tennant
Chief Executive, Inspiring Scotland

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This Play Champions Toolkit is based on the Mini Play Ranger Model developed under Go2Play by Stranraer YMCA and The Zone in Dalmellington. It has been developed by Inspiring Scotland's Go2Play Fund, a collaboration with Scottish Government and in partnership with Go2play Ventures and Partners:

- Agile
- Healthy Valleys
- Jeely Piece Club
- North Edinburgh Arts
- Parent Action for Safe Play
- PEEK
- Smart Play Network
- Youth Scotland

Introduction

This Play Champion Toolkit is designed to support partners working with Primary schools to engage in more activity that is playful within their school day. It outlines a programme, which play workers can use to support primary school children to become 'leaders' of play.

It is designed for play charities working with schools, school staff and partners.

The toolkit identifies ways in which Play provision can be enhanced to introduce Active games and play which can contribute to increased attainment and health and wellbeing of the children participating

What is a Play Champion?

Play Champions (or Mini Play Rangers as they have also been called) are primary school pupils who have been trained and supported (by a local play charity or partner) to develop, engage and deliver more play in their school playgrounds at break times and other times when appropriate.

What is the role of a Play Champion?

To encourage their peers to:-

- play more
- play more by introducing new games,
- play more actively
- play inclusively
- play together. . . .and have fun

Play Champions are essentially young Play Rangers.

Play Rangers are adults who facilitate free play outdoors in environments which include forests, play parks, streets, school grounds and more.

Free Play is by definition child-led but Play Rangers have a crucial role in providing suitable environments and in facilitating children's experiences.

'Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development - not only for individual children but also for the society in which they live.'

As defined in Scotland's Play Strategy

They encourage children to play freely outdoors. Free play naturally acts as a lead into structured play and sports.

The Go2play Play Ranger Toolkit provides information and advice on setting up play ranger service and can be downloaded at www.inspiringscotland.org.uk

Play Champions emulate the role of the adult Play Ranger in the school environment – achieving the same benefits whilst also developing the child in the Play Champion role.

Why is play so important?

Scotland's Play Strategy emphasises the importance of Play in School Settings. The importance of play is well documented:

- Play is essential to development because it contributes to the **cognitive, physical, social, and emotional well-being** of children;
- It helps children develop **social skills**, because they learn to get along with others and take turns;
- United Nations Commission on the Rights of the Child recognises play as **a right of every child** because of its importance to optimal child development;
- It helps children gain healthy **emotional development** because it allows them to express their experiences regarding their feelings about their life and things that are going on around them;
- By playing, children are promoting healthy **brain development** because they are strengthening many neuronal connections that would otherwise disappear or weaken if not used;
- Play **improves attainment** - when children are allowed to play without being told what they specifically have to do, they become more focused, have greater attention spans, and improve their academic skills;
- Playing at school is sometimes the **only opportunity** children have to play, and to play outdoors;
- Through Play, children develop **skills for life**: how to share, resolve conflicts, make decisions, be assertive, and work in groups;

Why are Play Champions needed?

Play Champion's help address the problem of the lack of play in schools, their role is to facilitate play within a school setting.

Play is critical to a child's development. It is so important for children to have unstructured, free playtime.

In current busy times, it is increasingly important for children to be allowed to just play and to reap the rewards from being enabled to do so.

"The experiences children have in early life – and the environments in which they have them – shape their developing brain architecture and strongly affect whether they grow up to be healthy, productive members of society." (Harvard University, 2007)

"Play is an essential part of a happy, healthy childhood and when children play their brains do two things: they grow and they become organised and usable. By investing in all our children and young people now we can strengthen their ability to achieve their full potential." (Hughes, 2013)



Play – and its impact on Physical Inactivity

A common problem in all industrialised societies is declining rates of physical activity.

In Scotland, less than a fifth of children are active enough. The consequences of creating sedentary lifestyles are just becoming apparent and they are considerable.

Research shows that physically inactive children are:-

- more likely to gain unhealthy amounts of weight, miss school, and perform worse academically;
- twice as likely to become obese as adults;
- spend more than half of their day being sedentary, which is linked to depression and obesity;
- more likely to develop type 2 diabetes (increased from 1.4 million in 1996 to 2.9 million), and heart disease (leading cause of death in UK high blood pressure, high cholesterol, asthma and arthritis).

These related health problems associated with physical inactivity cost the NHS an estimated £900 million every year.

In Scotland, physical inactivity is estimated to cost the NHS £94 million annually.

The Benefits of Physical Activity

The benefits of physical activity for children has been widely researched and acknowledged.

Children who are physically active will:

- have stronger muscles and bones.
- have a leaner body because exercise helps control body fat.
- be less likely to become overweight.
- decrease the risk of developing type 2 diabetes.
- have lower blood pressure and blood cholesterol levels.
- have a better outlook on life.

Wider proven benefits beyond just improving Physical activity also include:

- improved social skills, integration into peer groups and extending social networks for young people
- improved self-esteem and self confidence in young people
- reduced anxiety and the potential for reduced depression, although the evidence for this is limited.
- Improved academic attainment (improved cognitions, executive functions and self-regulation)
- Improved Physical literacy – the ability, confidence and desire to be physically active for life

What Outcomes can Play Champions support?

Now that there is understanding that a lack of play has negative impact on a child's health and well-being, by instigating the Play Champion mode in each school it provides an option for schools to address the issue and in turn generate greater outcomes for the children both participating as a Play Champion or benefitting from the play now on offer in the school.

The outcomes that can be achieved are:

Outcomes for the children selected as Play Champions:

- Children develop confidence, self esteem and leadership skills
- Children develop interpersonal and communication skills
- Children have improved physical literacy/improve their FMS
- Children increase levels of physical activity
- Children progress into more active forms of play and into sports.

Outcomes for the children benefiting from the additional play the Play Champion support:

- Children develop confidence, self esteem and leadership skills
- Children develop interpersonal and communication skills
- Children have improved physical literacy/improve their FMS
- Children increase levels of physical activity
- Children progress into more active forms of play and into sports

Outcome for the schools:

- Happier, healthy and more active playgrounds
- Better awareness of play as a way to improve physical literacy
- Staff are more aware and understand the benefits of play
- Schools have resources to encourage more active inclusive play
- Play and its variations contributes to the Curriculum for Excellence and to the Attainment agenda.



The Schools Role in supporting Play Champions – Policies / Procedures

If a school has chosen to go down this route, there are additional areas of activity the school could undertake to aid the delivery of play in their school. For example:

The Play Champion programme supports many other areas that will affect children's rights and learning:

- UN Rights of the Child – Article 31
- Curriculum for Excellence – contributing to many outcomes across the Health and Wellbeing domains, Literacy and Numeracy
- Raising Attainment for All
- Start Active, Stay Active Strategy
- GIRFEC and SHANARRI

In addition the school can choose to embed its own policies to bring around a change of practice and to support more play.

Adopting a Play Champion approach can therefore lead to further outcomes for schools.

It can help Schools consider other areas for development that benefit the whole school:

- an Outdoor Play policy
- an outdoor play and learning strategy
- introduction of loose parts within the playground
- use of school play space after hours
- wet weather play



Play Champions – Things to consider before you start

Who to select

Age group - Play Champs is best suited to senior pupils in Primary Schools. Optimum age is P6 pupils but many schools select P5 pupils in order for the programme to have a longer impact.

Small group versus whole class – Ideally a smaller group of up to 12 play champs but it can be delivered to a whole class

Play Champ personality profile – ideally those who the school believe would benefit from the opportunity to build confidence and show leadership potential. Sometimes a group from a class with particular challenging behaviours or

some who need an opportunity to shine. If linked to Attainment it may be the school could choose pupils from targeted SIMD addresses in order to ensure this support is effectively focused.

Learning style – the children learn by doing and engaging rather than by desk based learning. They will be asked to complete a feedback sheet on their experiences.

Legacy – the Play Leaders will be encouraged to extend play within the playground and encourage others to do the same. Support from a Teacher or Classroom Support Assistant will help the play champs to create a play legacy so engage with a school contact early in the process.



How to develop a Play Champion programme

Each school setting will have its own variables to consider to best support delivery. Flexibility is therefore required in order to adapt the programme to suit the setting.

The following 8-week programme provides further detail to consider and review when developing a relationship with the schools you are seeking to work with.

1. Pre Programme Engagement Work

- Introductions and inductions to the programme are important. You should engage with the relevant staff and have planning meetings for the programme to ensure all understand roles and expectations.

2. Selection of the Play Champions

- Agree whether you are adopting a whole class approach or selecting a group of individual to become play champions
- Alternatively, your class teacher may wish to interview pupils for the role of Play Champions, which may need an application form to developed and completed by the pupils?
- Agree whether your play champions are being selected to address a specific issue relating to inclusion or teamwork within the class

3. Delivery of the programme

- Staff inductions should involve your class teacher and SfLW linked to the class
- Delivery to Children
 - i Sessions / Weeks – time commitment to be agreed in advance and discuss whether the Play Champs will be run in Curriculum or golden time
 - ii Self-directed support out with play charity input – how will the program and the outcomes be maintained beyond your input

4. Optional Extra's

- Active play (See Appendix 1)
- Loose parts training (See Appendix 2)
- Loose training resources (See Appendix 3)
- Certification of the Programme (See Appendix 4)



Play Champion programme week by-week

Programme Summary	
Pre-programme	Young people understand the Play Champion programme and buy into the concept
Week 1 – Engagement session	Young people understand the Play Champion programme and buy into the concept
Week 2 – Play Leader Skills	Young people understand the skills required to become a Play Champion
Week 3 – Play Space and Risk	Young people understand how to manage their space, make the best use of it for play and understand risk benefit assessment
Week 4 – Inclusive Play	Children understand that inclusion is an important part of play and the responsibility of the Play Leader
Week 5 – Leading a Play Session	Children understand what skills they need to facilitate a play session
Week 6 – More Play!	Children’s Play leadership skills are reinforced and different types of play are explored
Week 7 – Active Play	Children understand that play is a form of physical activity and is a healthy thing to do
Week 8 – Review	Children feel confident to facilitate play and are accredited as Play Champions
Follow up	To ensure there is a legacy from the Play Champs Programme, Play Workers should return to the school and review progress with the Play Champs and Teacher contacts. Both scheduled and unscheduled visits are useful to keep play on the school agenda.

Week	Outcome	Discussion points & activities
	<p>Pre programme</p> <p>Young people understand the Play Champion programme and buy into the concept</p>	<p>Teacher should meet Play Team on a 1-1 in advance of the first session – give an overview of the children and class, highlighting any ASL or other aspects that the play workers would benefit from knowing in advance.</p> <p>Play team – request separate outdoor space and indoor back up space to deliver the training – ideally the same space each week. Play Team familiarise themselves with equipment and space available.</p> <p>Janitorial and school staff to be made aware in advance of play staff and the Play Champion programme and dates.</p> <p>Accidents can happen even if you have taken all the safety measures you can. Know where the school First Aid equipment and First Aider can be located.</p>
<p>Week 1</p>	<p>Engagement Session</p> <p>Young people understand the Play Champion programme and buy into the concept</p>	<p>Play Workers introduce themselves to pupils and explain what is going to happen over the next 8 weeks.</p> <p>Complete the evaluation if not completed by class teacher with the Play Champion Group.</p> <p>Make sure all children understand that to be a great a Play Champion they will have to try hard, show enthusiasm, be a good team player. They have an important role within their school playground.</p> <p>Facilitate a fun play session with the group (15-20 mins approx). Discuss what happened during the session and the role play worker – make sure it was FUN, INCLUSIVE and ACTIVE!</p> <p>Explore why play is important and what benefits it brings to children.</p> <p>Explain what will be covered at next weeks session.</p>

Week	Outcome	Discussion points & activities
Week 2	<p>Play Leader Skills</p> <p>Young people understand the skills required to become a Play Champion</p>	<p>Group discussions about what makes a good Play Champion. Play Leadership - when young people are empowered to inspire and mobilise themselves and others towards a more playful active school to effect positive change within their school. What are Leadership skills?</p> <p>Getting everyone to take part in play; including everyone; being self-aware; encouraging collaboration; being empathetic; and relationship-building.</p> <p>Discuss what makes a good Play Champion? What could make a bad Play Champion? Ask young people to volunteer to lead game or activity they know. Play the game for 5-10 minutes - Afterwards, discuss what skills the Leader has used.</p>
Week 3	<p>Play Space and Risk</p> <p>Young people understand how to manage their space, make the best use of it for play and understand risk benefit assessment.</p>	<p>An opportunity to risk benefit assess the playground and come up with ideas of how to make best use of the play space available. Play Workers will take the group on a walk round the school playground.</p> <p>Discussing all points of views and try turning negative views into a positive one i.e. nothing in playground but it is a large space to play in.</p> <ul style="list-style-type: none"> • What features and assets does the space have for play? • What games would suit different areas of the playground? • What are the risks and what are the benefits? • What equipment or loose parts could you use in each area to make the play more creative, or active, or imaginative? <p>Play a game, review and discuss how to manage any risks</p>

Week	Outcome	Discussion points & activities
Week 4	<p>Inclusive Play</p> <p>Children understand that inclusion is an important part of play and the responsibility of the Play Leader</p>	<p>Ask how they have been playing during break times. Any changes in their own play?</p> <p>This week, the children will lead games as a part of the session.</p> <p>One child will be picked as the team leader for the session (change for each session). Make up and play a game. Then ask group:</p> <ul style="list-style-type: none"> • Was it Fun? • Could any age play this game? • Did everyone know how to play? • Was everyone involved? • Did the younger children take the lead? I.e. come up with rules, play area. • Was everyone involved in the activity? If not how could we involve everyone? • How can a Play Champion can help: children not playing by rules, not getting involved in games and not understanding how to play. <p>Select one child during next game to be someone that the Play Champion will have to deal with i.e. excluded child, not knowing rules. This is to see if the Play Champion can pick up on this and deal with it.</p> <p>Play ranger will feed back to each group, giving positive feedback on leadership, activity, communication skills, team work and how they dealt with different situations.</p> <p>Discuss with group: remember it's up to the children what they want to do and play. Having fun ideas in their head just helps them if children can't come up with something. Suggest a sport/game but let the children sort out rules and area of play. Emphasise its about supporting younger children in play not making them play.</p>

Week	Outcome	Discussion points & activities
Week 5	<p data-bbox="300 454 517 524">Leading a Play Session</p> <p data-bbox="300 568 533 752">Children understand what skills they need to facilitate a play session</p>	<p data-bbox="592 454 1430 524">Ask how they have been playing during break times. Any changes in their own play?</p> <p data-bbox="592 533 1430 602">Group to come up with a game for this week's session - give a small amount of time just to be clear on what they are doing.</p> <p data-bbox="592 647 810 680">Taking a session:</p> <p data-bbox="592 689 1430 831">a) The most important part of taking any session is knowing what activity you are going to do with the group, will it be an active game, free play, team building or other type of activity?.</p> <p data-bbox="592 840 1107 873">b) Speaking – when talking to a group:</p> <ul data-bbox="619 882 1430 1368" style="list-style-type: none"> <li data-bbox="619 882 1430 952">• You have to be loud and clear enough for the whole group to hear what is being said. Don't mumble! <li data-bbox="619 960 1430 1030">• Know what you're going to talk about and know what needs to be done to get the session going. <li data-bbox="619 1039 1430 1108">• Explain clearly what you're going to do and the rules of the activity. <li data-bbox="619 1117 1315 1151">• Give a demonstration of the activity if it's needed. <li data-bbox="619 1160 1430 1229">• For some this is the hardest part of taking a session - through time and gaining confidence this will become easier. <li data-bbox="619 1238 1430 1368">• Keeping control of the group, keeping them quiet while you're talking, each school has their own way of getting the children to be quiet and listen to instructions (find out what they use). <p data-bbox="592 1413 1430 1525">Once trained the Play Champion will not be taking structured sessions so will not have the issues of having to control a group or class.</p> <ul data-bbox="619 1534 1430 1753" style="list-style-type: none"> <li data-bbox="619 1534 948 1568">• Discuss the following: <li data-bbox="619 1576 1283 1610">• Do you feel more confident about leading play? <li data-bbox="619 1619 1155 1653">• Do you feel you communicate better? <li data-bbox="619 1662 1430 1731">• Do you think everyone in school playground at break time will be more active? <li data-bbox="619 1740 1163 1774">• Do you think social skills will improve?

Week	Outcome	Discussion points & activities
Week 6	<p>More Play!</p> <p>Children's Play leadership skills are reinforced and different types of play are explored</p>	<p>The Play worker can either repeat week 5 to reinforce the learning or more on to explore different types of play, taking the play to a deeper level.</p> <p>There are acknowledged to be a number of different play types (around 16) which provide playworkers with a common language for describing play. Select a few (on laminated cards using symbols for the play type) and ask the group to come up with ideas that would encourage this type of play. For example:</p> <ul style="list-style-type: none"> • Socio-dramatic Play – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature e.g. playing at house, going to the shops, being mothers and fathers, organising a meal. • Creative Play – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. Allows children to design, explore, try out new ideas and use their imagination. They can use lots of different tools, props, equipment. It can have a beginning and an end, texture and smell. e.g. enjoying creation with a range of materials and tools for its own sake. Self expression through any medium, making things, changing things. • Communication Play – play using words, nuances or gestures e.g. mime / charades, jokes, play acting, mickey taking, singing, whispering, pointing, debate, street slang, poetry, text messages, talking on mobiles / emails/ internet, skipping games, group and ball games. • Fantasy Play –This is the make believe world of children. This type of play is where the child's imagination gets to run wild. Play, which rearranges the world in the child's way, a way that is unlikely to occur. E.g. playing at being a pilot flying around the world, pretend to be various characters/ people, be where ever they want to be, drive a car, become be six feet nothing tall or as tiny as they want to be the list is endless as is a child's imagination.

Week	Outcome	Discussion points & activities
Week 7	<p>Active Play</p> <p>Children understand that play is a form of physical activity and is a healthy thing to do.</p>	<p>Select an Active Play Game and ask the group to participate in the game for 10-15 minutes. Explore what movement skills they used. Ask them to come up with other active games (or use the Active Play games cards)</p> <p>When taking a session the equipment and those taking part are your responsibility</p> <ul style="list-style-type: none"> • Make sure that the equipment is fit to use (you may need to inflate footballs) • Make sure there is enough equipment for the session • Check the area being used for anything that could cause harm i.e. water on floor • Make sure all the equipment is returned, checking it for damage. <p>Discuss ideas of what a school play booklet should look like, ask the young people to come up with ideas of what it should include e.g. pictures, games, rules, games in small areas, large areas, equipment or no equipment. Young people should note these down individually and they can agree as a group at next week's session.</p>



Week	Outcome	Discussion points & activities
Week 8	<p>Review</p> <p>Children feel confident to facilitate play and are accredited as Play Champions</p>	<p>Review of the previous week’s programme and a reminder of the skills gained from each session.</p> <p>Feedback on the need to be Fun, Inclusive and Active and recap the rules and responsibilities of a Play Champion.</p> <p>Review progress on the development of a games pack for the School</p> <p>As a group pull together everybody’s ideas on paper and put together a booklet of activities, this can then be used to take sessions in the future and can be added to. This booklet is just for that school and can be looked at just to help with game idea before play time. Each page should have pictures, how to play and rules for each game. Someone can design front and back cover.</p> <p>Group needs to work out what games going into booklet and who is doing what to complete booklet. Make sure you have games for:</p> <ul style="list-style-type: none"> • No equipment or with equipment • Natural Materials • Small groups or Large groups <p>Also put notes on page what age group could play game or if anything would need to change to allow different age group to play.</p> <p>Carry out evaluation of the programme with young people and teacher and support staff.</p> <p>Awarding of certificates for the Play Champions</p>
	Follow up	<p>Provide school with Play Resource Pack</p> <p>Evaluation report on impact to be shared with Head Teacher</p> <p>Follow up sessions with the children should be arranged when young people are on ‘duty’ our team will support young people if requested and give additional pointers, hints and tips.</p>

Evaluation

With any work it is key to understand the impact you are having and to learn from the work being undertaken so as to ensure you are still meeting your outcomes. We have provided a Logic Model to review as to who you may construct your evaluation and in the appendix there are a few sample questionnaires you may wish to review.

Play Champions Logic Model			
Inputs	Activities/Outputs	Participation	Outcomes
<ul style="list-style-type: none"> Local Go2play Charity Funding for school and project Staffing and skills Pupils Teaching staff and PSA's Space Equipment Resources / toolkit / games pack Education Department support 	<ul style="list-style-type: none"> School engagement Local Authority engagement Stakeholder engagement CPD training with staff Agreement around delivery model, e.g.: <ul style="list-style-type: none"> 6-8 weeks x 1hr per week Review process with school staff and pupils Graduation Monitoring and follow up Evaluation report 	<ul style="list-style-type: none"> P6 children selected by HT Teachers and staff Whole school / playtime / Pre School Partner engagement Volunteers and parental engagement 	<p>For school:-</p> <ul style="list-style-type: none"> Improved behaviour, a more inclusive playful and active playground; healthier children; a reduction in challenging behaviour; improved attainment; staff value free play and can facilitate free play <p>For Play Champions:-</p> <ul style="list-style-type: none"> Leadership skills, improved confidence, better social skills, higher PA levels <p>For Children:-</p> <ul style="list-style-type: none"> More play, more friendships, improved health and wellbeing, improved emotional social and wellbeing; Higher physical activity levels; better attention levels in class.

Appendix 1:

Active Play - the role of Play Champions delivering Active Play

Why is Active Play important?

Scottish Government Active Play has proven to improve children's physical activity, fundamental movement skills and their physical literacy. Scotland's Play Strategy also references how play supports potential attainment;

"Play creates a brain that has increased flexibility and improved potential for learning later in life." (Lester & Russell, 2008)

"Play opens up possibilities in the brain that may be picked up later or discarded; the important feature is that the potential is kept alive, more so than if play never occurred in the first place." (Lester and Russell, 2007)

Play and Attainment

Tackling inequity is at the heart of the Scottish Government's agenda in order that every child can succeed in school and gain the skills for life.

The Scottish Attainment Challenge aims to raise the attainment of children and young people living in deprived areas in order to close the equity gap. It aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

Active Play and Play Champions

By supporting children to become Play Champions they will help to deliver active play during breaktimes. This helps raise physical literacy and attainment within the school. Active Play and Play

Champions sit within the Health and Well Being Strand. Active Play and Play Champions can help improve attainment for both the pupil body and those selected to become the Play Champions

Who is this Play Champion Toolkit for?

This toolkit is for use by the adults working with children in a school or community setting – Play Rangers, Play workers and Play charities; School Teaching staff, Playground Supervisors, PTA's, parent councils, local authority education departments.

Purpose

To aid understanding, and ability, to develop and deliver the Play Champion programme. The model requires the adults to provide the initial input and training, but the model encourages the play delivery to be provided by the children in that setting with limited input from adults.

What Outcomes can Play Champions support?

Outcomes for the children selected as Play Champions:

- Children develop confidence, self esteem and leadership skills
- Children develop interpersonal and communication skills
- Children have improved physical literacy/ improve their FMS
- Children increase levels of physical activity
- Children progress into more active forms of play and into sports.

Outcome for the schools:

- Happier, healthy and more active playgrounds
- Better awareness of play as a way to improve physical literacy
- Staff are more aware and understand the benefits of active play
- Schools have resources to encourage more active inclusive play
- Play and its variations contributes to the Curriculum for Excellence and to the Attainment agenda.

Curriculum for Excellence – where Play Champions and Active Play fit

Physical Wellbeing

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my health and well being
[HWB 0-15a](#) / [HWB 1-15a](#) / [HWB2-15a](#) / [HWB 3-15a](#) / [HWB 4-15a](#)
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
[HWB 0-16a](#) / [HWB 1-16a](#) / [HWB 2-16a](#) / [HWB 3-16a](#) / [HWB 4-16a](#)

Physical activity and sport

- I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.
[HWB 0-25a](#)

Evaluating and appreciating

- By exploring and observing movement, I can describe what I have learned about it.
[HWB 0-24a](#)

Cooperation and Competition

- I am aware of my own and others needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.
[HWB 0-23a](#)

Physical Activity and health

- I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.
[HWB 0-28a](#)
- I know that being active is a healthy way to be.
[HWB 0-27a](#)

Movement skills, competencies and concepts

- I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space
[HWB 0-21a](#)
- I am developing my movement skills through practice and energetic play.
[HWB 0-22a](#)

Appendix 2:

Play Champion programme – Links to Curriculum for Excellence

Significant work was undertaken in the Play sector over the last five years to identify the positive outcomes to be achieved from play. This work is available to download from www.inspiringscotland.org.uk

The information created within this appendix looks to the Curriculum for Excellence to show how the Play Champion model can work in schools.

Mental and Emotional Wellbeing

- I understand that my feelings and reactions can change depending on what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
HWB 1-04a/2-04a
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value friendships, I care and show respect for myself and others.
HWB 1-05a/2-05a
- I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships, I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
HWB 1-06a/2-05a

Social Wellbeing

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 1-09a/2-09a

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values confidence in others.

HWB 1-10a/2-10a

- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning confidence in others.

HWB 1-11a/2-11a

- Representing my class, school and or/wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

HWB 1-12a/2-12a

- Through contributing my views, time and talents, I play a part in bringing and positive change in my school and wider community/
HWB 1-13a/2-13a

- I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 1-14a/2-14a

Physical Wellbeing

- I am developing my understanding of the human body and can use my knowledge to maintain and improve my wellbeing and health

HWB 1-15a/2-15a

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 1-16a/2-16a

- Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

HWB 1-19a

- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development, this will help me prepare for the next stage in my life and learning.

HWB 2-19a

- Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.

HWB 1-25a

- I am aware that positive friendships and relationships can promote health and wellbeing of others.

HWB 2-44b

- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

HWB 1-45b/2-45b

Literacy – Listening and Talking

- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

LIT 1-02a

- When I engage with others, I can respond in ways appropriate to my role, show that I can value others contributions and use these to build on thinking.

LIT 2-02a

- I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.

LIT 1-07a

- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions.

LIT 2-07a

- When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

LIT 1-09a

- When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more

LIT 2-09a

Numeracy

Time

- I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.

MNU 1-10c

- I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.

MNU 2-10b

Information Handling

- I can use appropriate vocabulary to describe the likelihood of events occurring, using knowledge and experiences of myself and others to guide.

MNU 1-22a

- I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.

MNU 2-22a

Appendix 3: Case Studies

School 1

At Cumnock Primary it was noted by staff that the children were bored of the basic equipment that the school had available. This was resulting in a lot of play fighting, arguing and aggressive behaviour.

The lunchtimes on a Friday when the Go2play Play rangers attended helped address this issue with the older children in particular responding well to the games they had been introduced to.

This positive change highlighted an opportunity to guide the older children into helping the younger children play and the Play Rangers set about training some of the older children in P6 and P7 to help lead play for the younger children. The success of this model has been acknowledged by the teaching staff and the very nature of this exercise helps create positive role models for the younger children whilst building the self-esteem and confidence of the older children before they make the transition into secondary education.

School 2

One of key outcomes Play Rangers seek to achieve is that 'children are diverted from anti-social behaviour'.

Through their work at Bellsbank Primary school the Play Ranger Team has helped to address the serious issue of fighting in the playground which was becoming the 'norm'. This was a spin off from the perception of 'there being nothing to do'. From this start point where football was the only type of play the School is now seeing multiple play activities which have led to increased social interaction in the playground between groups which would not previously speak.

The children now have choice and from initial suspicion about the play types and the need for interaction, this is being positively received. Feedback from teachers and playground assistants has been very positive.

The Head Teacher noted the following: "The Go2play activity has assisted us greatly and complimented our approach to reducing and hopefully, gradually eliminating challenging behaviour from the playground. By providing a broader range of activities for children to engage in and a shift in focus for the children the support of Go2play has been greatly beneficial and came at just the right time for us."

Appendix 4: Links to other resources

The Use of School Grounds for playing out of teaching hours toolkit
<http://www.gov.scot/Resource/0049/00493571.pdf>

Encouraging Play in Schools
<http://www.ltl.org.uk/pdf/Groundnotes-Encouraging-play-Nov-081287062953.pdf>

The Good School Playground Guide
<http://www.ltl.org.uk/resources/results.php?id=712>

Design for Play – a guide to creating successful play spaces
<http://www.playscotland.org/wp-content/uploads/Design-for-Play-a-guide-to-creating-successful-place-spaces.pdf>

Scrapstore playpod -a Film on Loose parts in a playground
<https://www.youtube.com/watch?v=nqi1KyJJeKg>

A child's right to play
<http://www.ipascotland.org/a-childs-right-to-play/>

Play Rangers Toolkit
<http://www.inspiringscotland.org.uk/media/38774/Play-Ranger-Toolkit-March-15.pdf>

Mini Play Ranger Film (Go2Play)
<https://www.youtube.com/watch?v=-7quEJzpzf8>

Funders of Play Directory
<http://www.inspiringscotland.org.uk/media/55289/Funders-of-Play-2016.pdf>

Films on Active Play
https://www.youtube.com/watch?v=cNB_hllhrPY

Active Play Infographic
<http://www.inspiringscotland.org.uk/media/55302/active-play-v2.pdf>

Clear the Court

Active Play



FMS Running, Send and Receive

A team game that keeps everyone moving, involves lots of throwing and can be played in a variety of spaces.

Space

Any space that is suitable for the group to run around in and throw bean bags or other suitable objects.

Mark out two halves with a centre line that the children will be able to see during the game.

Mark the line with cones, markers, chalk, rope or whatever you have available.

Task

Split the group into two equal teams.

Both teams start with a number of bean bags, balls and/or other objects scattered around their half.

The aim for both teams is to try and clear their side of objects by throwing them into the other while the other team do the same.

Players can only pick up one object at a time and must aim to keep it in the playing area.

If they throw it out of the area they must retrieve it and return to their half to throw it again.

The game can be played until one side has cleared the area completely or for as short or as long a period as it remains fun, active and inclusive.

Equipment

Choose objects for throwing appropriate to the age and ability of the group - bean bags are good options as they won't roll out of the space.

Scatter an equal number of objects in either side of the court to make the game fair.

Ensure there are enough objects to keep everyone involved and moving.

Plastic markers can be good in a smaller space as they don't fly far.

People

The game can be played with as few or as many children as is suitable to the size and amount of equipment available.

Clear the Court Adaptations

Space

Increase or decrease the size of space to make the game more fun, active and inclusive.

Add in obstacles or changes in surface to encourage different skills or make or to increase the level of challenge.

Use the shape, size of the playground and surfaces available to make the game more fun or interesting.

Task

Change the rules to encourage different skills.

Examples: children must balance on one leg when throwing, must use their weak arm to throw, must throw under/overarm, roll, bounce or kick the object, must jump or hop around the space to retrieve the objects.

With sufficient space and equipment bats or sticks can be used to return the equipment.

Objects can only be thrown from a certain zone, or zones that can be changed by the game leader - for example the blue zone, or the green zone, marked by blue and green cones.

Equipment

Change the object to be more or less difficult to receive.

Use cones/ playground equipment to add rules/ challenges.

People

Ensure teams are equal in ability to maintain a fun and inclusive game.

Colour Coordinate



FMS Running

Aim of the game is for participants to get the same coloured bibs into the same coloured hoops while the other team tries to stop them.

Space

A large space should be used for this game in order to allow the children to have more space to run around which will decrease the chances of collisions.

Scatter a number of different coloured hoops and bibs around the playing area ensuring that matching bibs and hoops are not close to one another.

Create two end zones and mark with chalk, cones or whatever you have available.

Task

The aim is for one team to get all the bibs into a hoop of matching colour while the opposing team try to stop them by taking bibs back to one of the safe zones.

The team aiming to coordinate the colours can run but can only pick up one bib at a time.

The opposing team must hop and can only take bibs from hoops.

The game ends when all the colours have been coordinated or it is time to change the rules.

Equipment

Set out between 8-10 coloured hoops, there may be some of the same colour set out.

If you don't have hoops and bibs be creative and use whatever you have available that can be matched.

People

Ensure teams are equal to main levels of fun, inclusion and activity.

Colour Coordinate Adaptations

Space

Increase or decrease the number of hoops and bibs to keep the game evenly matched.

Increase or decrease the number and/or size of the safe zones.

Task

Change the movement skills for one or both teams by introducing jumping, skipping, crawling or more hopping.

Introduce additional rules. For example, two players must carry a bib together to get it into a cone. Be creative!

Equipment

Increase or decrease the number of hoops and bibs to keep the game evenly matched.

People

Ensure teams are equal in ability to maintain a fun and inclusive game.

Crab Crawl



Active Play



FMS Balance and stretching, object control

A team game that has children moving around on all fours to keep possession of an object.

Space

Any space that is suitable for the group to move around in and work as a team.

Ensure there is sufficient space for the participants to move around on all fours safely.

Choose a surface that is suitable for children to be rolling around on.

Create two goals at opposite ends of the space.

Goals can be created with any objects.

Task

Split the groups into two equal teams.

The aim is for one team to pass the ball into the others goal by passing and shooting however they can only move around the playing area on all fours.

Players can pass the object using any part of their body.

Encourage the team in possession to use all the space available and move around to make it easier for their team mates to pass to them.

The game can be played for as short or as long as it remains fun, active and inclusive.

Equipment

Choose an object to be passed appropriate to the age and ability of a group - balloons, balls or bean bags are good options but use whatever you have available.

People

A minimum of four children in each team is recommended. The game may be difficult and not much fun if there are less.

With feet and arms at head height there is a need to ensure that children are respectful of one another.

Crab Crawl Adaptations

Space

Increase or decrease the size of the space to make the game more fun, active and inclusive.

Add in obstacles or changes in surface to encourage different skills or to increase the level of challenge.

Use the shape, size of the playground and surfaces available to make the game more fun and interesting.

Task

Play as a group activity where they are working together to keep a balloon up in the air.

Change the rules to encourage different skills.

Examples: the object must be thrown with weak hand only/ both hands/ feet/ head

Add the rule that ALL players in the team must receive the object to score a point to increase levels of inclusion.

Equipment

Change the object to be more or less difficult to send/ receive.

People

Ensure teams are equal in ability to maintain a fun and inclusive game.

Guard the Treasure



Active Play

go play

FMS Running, send & receive, object control, jumping

A fun game where two guards are trying to stop a team of pirates from stealing the treasure. The game can be played in most spaces and adapted to suit a range of ages and abilities while including a variety of skills and equipment.

Space

A space big enough to fit 2 players in the center and 4 players around the outside.

A circle is a good shape to create however any shape can work - be creative!

Task

Place an object such as a plastic bottle or tall cone in the middle of the circle (something that can be knocked over).

Place a number of soft balls outside the circle depending on how easy or hard you want to make the game.

The aim of the game is for the outside players to roll or throw the ball towards the bottle and knock over the treasure while the inside players try to guard it.

The outside players can pass to each other or try to steal the treasure themselves.

Those protecting the treasure can throw the balls away for those outside to retrieve but can't keep them in the circle.

Rotate players to give all of them a shot of both roles.

Equipment

Choose soft balls appropriate to the age and ability of a group.

Beanbags are a good alternative to balls as they will not roll so far.

Choose an appropriate number of balls/beanbags to make the game fun, inclusive and active.

People

Start with a minimum of 2 children inside the circle and 4 outside.

You can include as many children in one game as long as it remains fun, inclusive and active

Ensure a good split between the guards and the pirates to keep the game going

Guard the Treasure Adaptations

Space

Increase or decrease the size of space to make the game more fun, active and inclusive.

Change the shape of the space to add interest.

Add additional treasure zones with more guards to include larger numbers.

Task

Change the rules to encourage different skills.

Examples: must balance on one leg when throwing, must hop to retrieve the balls, can only use one hand.

If a guard of the treasure can catch a ball in one hand they take that ball out of the game.

Equipment

Change the size of the ball to make the game easier/ more difficult.

Choose a bigger or smaller object in the middle of the circle.

Additional treasure can be added to make the game easier and/or more active.

People

Ensure teams are equal in ability to maintain a fun and inclusive game.

Create additional treasure zones to split the group if required.

Safety

Ensure that ball/ beanbags are thrown below head height.



Handy Shooty

Active Play



FMS Running, send & receive, object control.

A fun team game that can be played in most spaces and adapted to suit a range of ages and abilities while including a variety of skills and equipment.

Space

Any space that is suitable for the group to run around in and work as a team.

A goal for each team is required at either end of the playing area.

The goal could be marked with anything from jumpers to trees or a combination.

The goals should be a size that makes scoring achievable but not too easy.

Task

Split the group into two equal teams of no more than 5 players.

Players have to use the palm of one hand to bat the ball to pass and shoot.

Players can pass or shoot with either hand as long as they only use one at a time.

The aim is to get the ball into the oppositions goal/ hoop to score one point.

Children are not allowed to pick up the ball, use two hands at once or any other body part.

Encourage the team in possession to use all the space available and move around to make it easier for their team mates to pass to them.

The game can be played for as short or as long a period as it remains fun, active and inclusive.

Equipment

Choose a ball appropriate to the age and ability of the group.

A foam football is suggested as a good size and weight.

Cones to set up paying area.

People

A maximum of 5 people in each team.

The more players added the less inclusive it becomes.

Handy Shooty Adaptations

Space

Increase or decrease the size of space to make the game more fun, active and inclusive.

Use the shape, size of the playground and surfaces available to make the game more fun and interesting.

Add additional goals to increase the number of goals scored and levels of fun and activity.

Task

Change the shape of the space, it doesn't need to be rectangle.

Change the goal to hoop, end-zone and number of goals.

Add the rule that all players in the team must receive the object to score a point, to increase participation.

Ask players to only use one hand and encourage use of the weaker hand.

Equipment

Change the size of the ball to make the game easier/ more difficult.

Add equipment such as cones/ tennis rackets to use instead of hands.

People

Ensure teams are equal in ability to maintain a fun and inclusive game.

Safety

Encourage all players to keep their head up and be aware of where others are.



Kangaroos & Frogs



Active Play

go:play

FMS Object control & jumping

A fun game where the kangaroos and frogs jump to collect 'food' to take home. The game can be played in most spaces and adapted to suit a range of ages and abilities while including a variety of skills and equipment.

Space

A space big enough for all players, 'kangaroos' and 'frogs' to jump and move around.

Create two 'home' zones at opposite ends of the play area.

Be creative with the play area and use different spaces for 'home' where possible.

Task

Scatter beanbags, balls or equipment you have available across the play area. This is food.

Divide the participants into two teams and name them kangaroos and frogs.

To move kangaroos must jump with 2 feet together and frogs must squat down and jump up. Demonstrate these and make sure they are equally challenging.

Ask each team to start at home in the areas you have marked or created.

The aim of this game is for the kangaroos and frogs to jump to collect the food and take it home.

Kangaroos must carry food in between their knees and frogs must hold it in their two hands.

Set a time limit and count which team has the most food at home when the clock runs out.

Equipment

Choose a range of equipment which children will be able to hold in between their knees or in two hands.

Beanbags are good for beginners.

Choose an appropriate amount of equipment to make the game fun, inclusive and active.

People

Divide children into two teams.

You can include as many children as long as it remains fun, inclusive and active.

Ensure a good split between the teams.

Kangaroos and Frogs Adaptations

Space

Increase or decrease the size of space to make the game more fun, active and inclusive.

Change the shape of the space to add interest.

Use two different colours of hoops to make a number of smaller homes that are mixed up throughout the play area.

Task

Ask the children which animals they would like the two teams to be and how they should move.

Change the way animals move to increase/ decrease difficulty.

Allow kangaroos and frogs to steal food from each other's homes when the homes are empty.

Add more food to mark new 'seasons'

Equipment

Vary the equipment to increase/ decrease difficulty.

Increase/ decrease hoops to make more fun, active and inclusive.

People

Ensure teams are equal in ability to maintain a fun and inclusive game.

Divide the group further if required.

Safety

Ensure kangaroos and frogs keep their head up and watch where they are jumping.



Skittle Wall

Active Play



FMS Send & receive, object control.

A game of pairs that involves the participants in a challenge to knock down skittles with the assistance of a wall.

Space

A play area facing a wall.

Wall must be long enough to allow all the pairs space to play.

Use multiple walls if required.

Mark a line within throwing distance so the children are back from the wall with chalk or rope.

Place 3 to 5 skittle type objects between the wall and the players line.

Skittles could be empty plastic bottles or tall cones.

You can also play with a bucket or box as a target.

Task

Pairs face the wall behind the line.

The aim of this game is for the players to throw the ball from behind the line to hit the wall and try to knock over the skittles or get the ball into the target.

Each player takes a turn to throw the ball off the wall.

If a player successfully hits the target they gain a point and have another go.

If they miss, the other player retrieves the ball and takes a turn.

You can play for as long as the game remains fun, inclusive and active.

Equipment

Choose a ball appropriate to the age and ability of the group.

Lightweight inflatable or foam balls are good options.

People

Set up the game with pairs.

Skittle Wall Adaptations

Space

Vary the distance of the line the pair stand behind to increase power required to hit the wall.

Add a target onto the wall, with chalk, that the ball must be thrown within to increase the level of difficulty.

Task

Change the size, number or position of the skittles to make the game easier or more difficult.

Change the skill-throw with other hand or kick the ball.

Equipment

Change the object to be more or less difficult to send/receive.

Use cones/ playground equipment to add rules/ challenges.

Change the skills by adding a bat or racket to send and receive.

People

Change the pairs to make sure they are equal match if required.

Changes to play as doubles and adapt rules to maintain activity levels with one partner running while the others play their shot.

Safety

Check there is nothing on the wall that is loose, sharp or can fall on the children.



Shark Chase



Active Play

go2play

FMS Balance & running.

A running and balance game that involves sharks and dolphins chasing each other down!

Space

A space big enough for all players, 'sharks' and 'dolphins', to run around in.

Draw or mark two parallel lines in the middle of the space three metres apart with chalk, rope or cones.

These lines are the starting place for the sharks on one side and dolphins on the other.

If using chalk, you can write sharks and dolphins on the lines or draw if feeling creative.

Create a safe zone at either end of the play area an equal distance from each of the start lines.

Make the safe zone a distance suitable to the age of the children; too far away and they will lose interest.

Task

Split the group into two equal groups sharks and dolphins.

Ask the two groups to stand along the lines - sharks on one side dolphins on the other facing a partner from the other side.

All players start the game balancing on one foot with arms outstretched and one leg out behind doing a 'swimming' action.

When the play worker shouts either sharks or dolphins they become dinner for the other and are chased towards their safe zone.

The aim is for the chaser to tag their partner before they reach the safe zone.

The play worker can shout 'change in tide' which changes the chaser and all players change direction.

When caught, or reach the safe zone players swim back to the start line.

Equipment

Little or no equipment needed.

People

Divide children into two teams.

Try and match partners according to speed to keep the game fun.

You can include as many children as long as it remains fun, inclusive and active and you have space for them along the lines.

Shark Chase Adaptations

Space

Increase or decrease the size of space to make the game more fun, active and inclusive.

Change the shape of the space to add interest.

Task

Ask the children which animals they would like the two teams to be, how they should balance and move.

Change the way animals move to increase/ decrease difficulty, for instance they have to hop or crawl.

Equipment

Use cones/ playground equipment to add rules/ challenges.

Change the skills by adding a bat or racket to send and receive.

People

Ensure teams are equal in ability to maintain a fun and inclusive game.

Try and swap partners after each round to create different dynamics

Safety

Ensure all sharks and dolphins watch where they are going to avoid collisions

Demonstrate that a light tag is only required to catch and not a push.

Change running chase to hop, skip or jump if space is limited or chase is getting dangerous.

Game: 5 Passes



A fun team game that can be played in most spaces and adapted to suit a range of ages and abilities while including a variety of skills and equipment

Active Play



FMS: BALANCE & STRETCHING JUMPING
OBJECT CONTROL
RUNNING SEND & RECEIVE

Space

Any space that is suitable for the group to run around in and work as a team

Task

Split the group into two equal teams

The aim is for one team to complete 5 passes of an object without the opposing team intercepting

When a team successfully completes 5 passes it scores one point and attempts to complete another 5 passes

If the opposing team intercepts they take possession and attempt to complete 5 passes

Encourage the team in possession to use all the space available and move around to make it easier for their team mates to pass it on

The game can be played for as short or as long a period as it remains fun, active and inclusive

Equipment

Change the object to be more or less difficult to send/ receive

Use cones/ play ground equipment to add rules/ challenges

People

A minimum of four children in each team is recommended. The game may be difficult and not much fun if there are less

5 Passes Adaptations

Space

Increase or decrease the size of space to make the game more fun, active & inclusive

Increase or decrease the size of space to make the game more fun, active & inclusive

Use the shape, size of the playground and surfaces available to make the game more fun and interesting.

Example: team must roll the ball between the two legs of a bench to score a point when they have completed their 5 passes.

Task

Change the rules to encourage different skills

Examples: children can/ cannot run with object, must hop when moving, must balance on one leg when sending/ receiving, must roll or bounce the object, must jump when passing.

Add an end zone or container where the object must be placed to score a point

Add the rule that all players in the team must receive the object to score a point to increase levels of inclusion.

Equipment

Change the object to be more or less difficult to send/ receive

Use cones/ play ground equipment to add rules/ challenges

People

Ensure teams are equal in ability to maintain a fun and inclusive game.



Play Champs Feedback Form



Your Name:

Class:

Your School:

Today's Date:

Dear Play Champ,

Can you tell us what you have learnt about being a Play Champ?



Play Champs was



What I learnt at Play Champs

.....
.....

What can you use your Play Champ skills for?

.....
.....

What did you enjoy the most about Play Champs?

.....
.....

Is there anything you didn't enjoy?

.....
.....

Would you recommend being a Play Champ to your friends?

- Yes No Maybe





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