

Boing

Project Report

2019 - 2021

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Exec Summary of Findings

1. More is needed to support the workforce

Both the online and in-person training workshops have a significant positive impact on practitioners' knowledge and confidence to deliver sessions that use play-based pedagogy and a constraints-led approach to children's coaching. There are no statistical indications that one is more effective than the other with both methods reporting satisfaction rates of 89%. However, workshops alone are not enough. Providing sustained developmental support to the workforce is key as there is a decline in confidence and attitude one year after training. It appears that confidence is the most volatile of the three characteristics linked to these barriers and therefore the value placed upon it may be a key aspect for future coaching strategies.

2. A gender gap is evident

It is clear that many individuals are involved in coaching/teaching/facilitating activity: male, female and those who prefer to self describe. However there are significant difference's between groups. Those who identified as female reported lower levels of knowledge, confidence and attitude pre workshop than their male counterparts. However, they reported (1) larger changes before/after training and (2) overall higher perceived knowledge, confidence and attitude scores post training in comparison to other groups.

3. Children have their own view of play


We need to understand the child's/ young learners voice as their notion of play is contextually and contemporaneously located. Whilst children did associate the Boing-based activities developed by practitioners with the concept of 'play'. It was noted that many children drew Boing-y games when asked what play meant to them. However, it is also clear that technology was also commonly associated with the concept of play as physical tasks.

4. The 'real' and the digital world

Potentially highlighted because of the CV19 pandemic, practitioners feel that the unforeseen barriers they have been dealing with has limited the impact of both their delivery and their ability to use the play-based approach. Covid has hit hard! However, what is clear is that children are engaging with play through technology and therefore a way to bridge 'real world play' with 'digital play' must be addressed moving forwards

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Introduction - The Project

Boing was launched in 2014 to support practitioners (coaches, coach developers, teachers, sports development professionals, volunteers and many more!) to deliver highly engaging physical activity, sport and physical education. This report focuses on a Sport England funded pilot project (2019-2021) conceived of to develop an understanding of:

1. What is required to build meaningful relationships across the Active Partnerships Network and across the sector as a whole.
2. The potential impact of bespoke partnerships/influencing on the way we support and educate the workforce.
3. The impact of an educational programme of workshops on practitioners and children

Children's Coaching - The Boing Way

Developed through research based insight, the Boing core beliefs of children's coaching are founded on the six C's*,

1. Captivating: everyone taking part should enjoy themselves
2. Challenging: everyone involved should have the opportunity to meet and solve challenging but achievable problems
3. Constant play: no children should be obliged to sit out. If they do get 'out' they should have the opportunity to join in again soon after
4. Collaboration: once a group is familiar with the game they should work together to add new rules and ways of playing
5. Creative decision-making: everyone involved in a game should feel empowered to make their own decisions and think outside the box
6. Celebrating success: each child will celebrate success at different times. It's crucial to recognise and celebrate even the little moments.

This playful pedagogy, started out life as a curriculum of games utilising constraints-based pedagogies, and has morphed into an influential education and support package, recently nominated by UK Coaching as a finalist for 'Transforming Coaching'**.

This report gives insight into an ongoing PhD programme designed to evaluate the efficacy of bespoke training workshops. Further, it highlights and gives voice to the experiences of coaches and young people participating in Boing activities. The key findings from the research are as follows:





Data
collection
Methodology



Methods

At the outset of this research, we were keen to speak to practitioners and young people about their experiences of the Boing PlayVenture and associated Boing-y principles. We have grouped coaches, teachers, facilitators and delivers of physical activity under the term 'practitioner' i.e. someone who actively is involved in delivery.

To do this, we employed a mixed method research approach to understanding the experiences of the practitioners. Using a RE-AIM framework to understand the experiences of coaches and innovative qualitative approaches to follow this up we employed the following methods:

- 1 Pre and Post workshop questionnaires, and a 6 month follow up questionnaire to understand coaches' knowledge, confidence and attitude towards employing physical literacy in their coaching.
- 2 Follow up in-depth interviews with coaches to understand meaningful experiences of their implantation of the workshops.
- 3 Children's Unfinished Stories: a drawing-based interview and narrative.



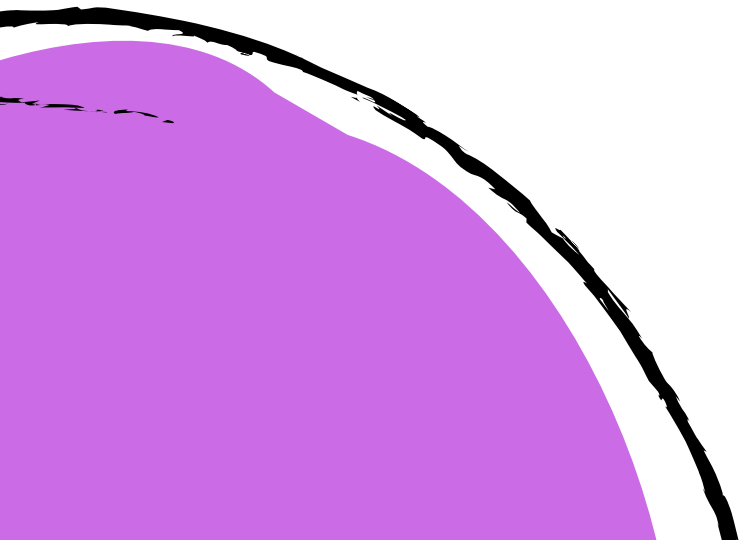
WORKSHOPS

Up until March 2020 the courses ran face to face with workshops running for half a day at a time comprising of both theory and practical components at various host settings.

However, once the CV-19 pandemic hit, this forced us and our partners to think differently about who we deliver to and what supported they needed given the new challenges they now currently faced.

As a result, we rebuilt the course to be comprised of both an online workshop on the Zoom platform and an online resource "playventure". The workshop was highly interactive and lasted for 90-minutes. The playventure which is an online learning course for practitioners to engage with both before and after the course to support their learning.

Here is the story of what we did, how we did it and the impact we have had.



KPIS

Key numbers

72

Courses delivered

81

Partners worked with
(inc. 25 Active Partnerships)

70,592

Children Boing-ing
(developing their physical literacy through active play)

1214

Practitioners trained

997

Practitioners in the data set

4216

Users of Boing resources

163

Practitioners followed up with
6 months after workshop

Delivery against the KPIs

79%

Of practitioners are delivery focused as teachers/coaches. 23% of practitioners work both as a deliverer and a coach/practitioner educator. However, men were 3x more likely to be in a coach educator role in comparison to their counterparts

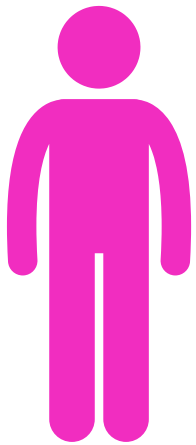
84%

Of practitioners reported their satisfaction with the workshop & Boing was 'high' post webinar. This was true for all groups and organisations

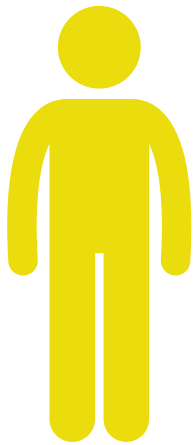
31%

Of practitioners reported the the largest possible change in one or more sector between pre and post workshop, with limited decrease after 6 month follow up. This was scored on a scale from 1 (very weak) to 5 (very good).

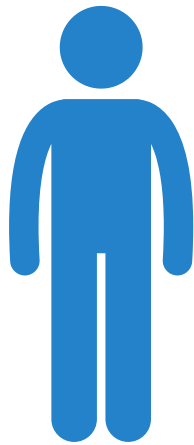
Highlights about the attendees



55%
Female

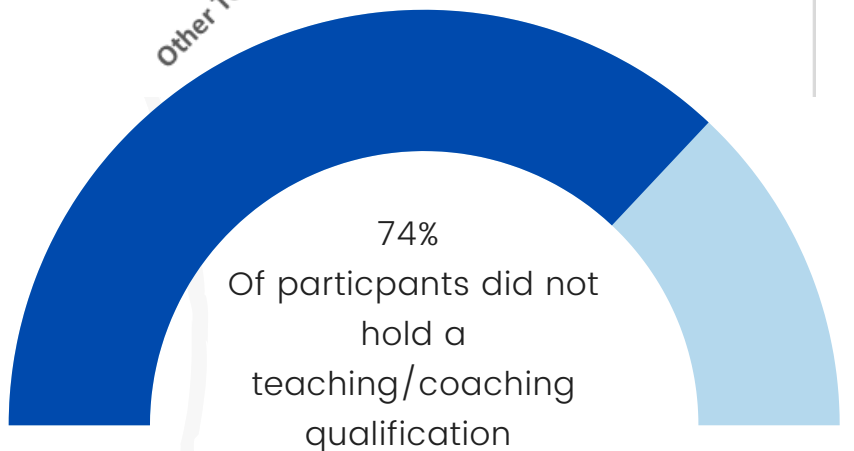
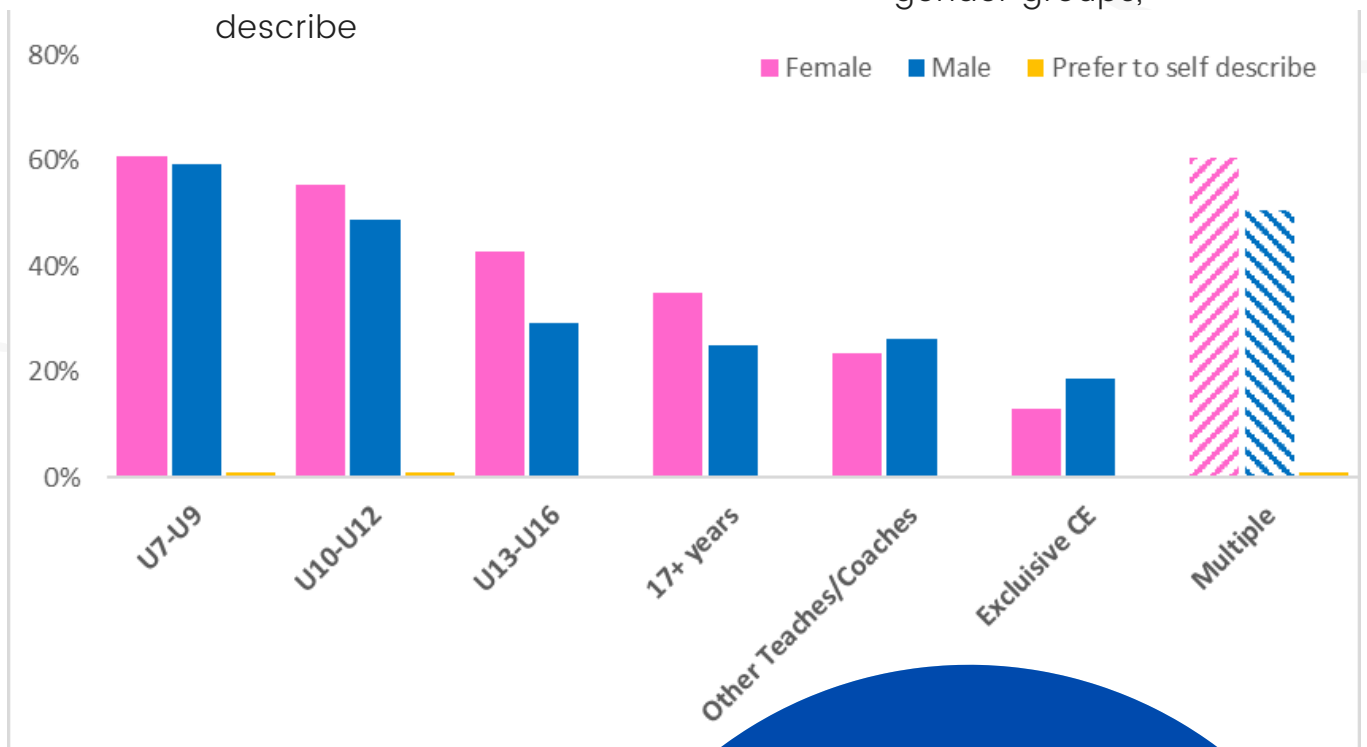


1%
Prefer to self describe



44%
Male

A range of practitioners took part. 55% identified as female, 44% as male and 1% prefer to self describe. The group most commonly delivered to for both males and females was the u7-u9 groups. Women were more commonly delivering to multiple age groups in comparison to other practitioners. More men worked in an exclusive coach educator (CE role) than other gender groups,

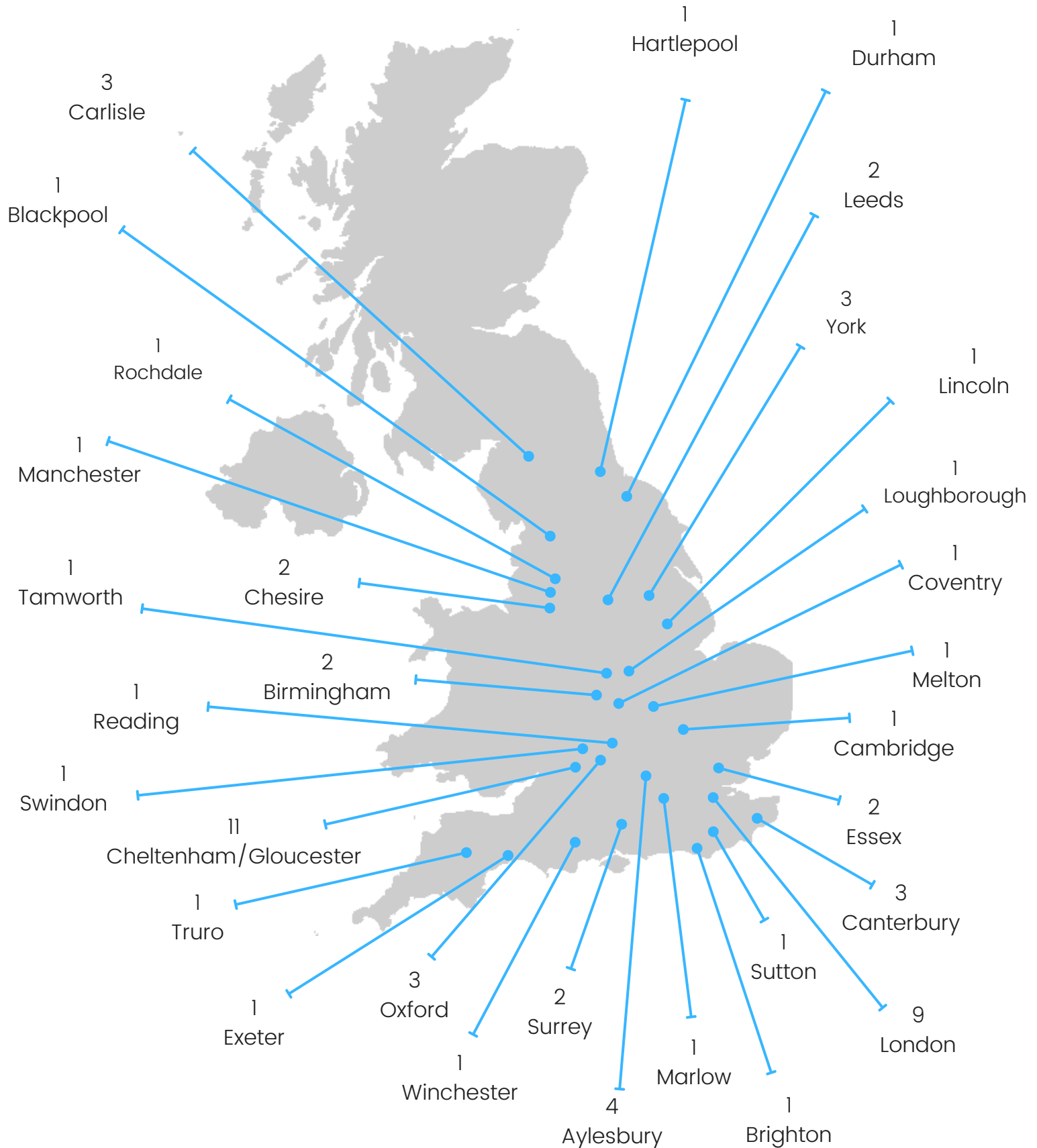


However 50% of females reportedly did have a relevant qualification

Whereas only 20% of males reportedly did have a relevant qualification

Where we've worked

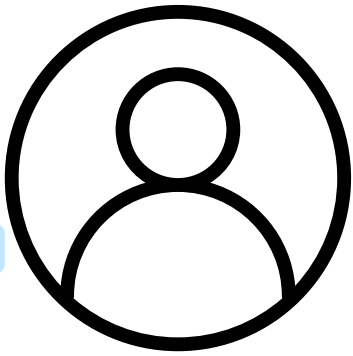
Our Face to Face Training Course and the PlayVenture Virtual Course have been delivered in partnership with local sport for development organisations, Active Partnerships or Colleges across the country.



*7 of the 72 courses were delivered as open or mixed location courses

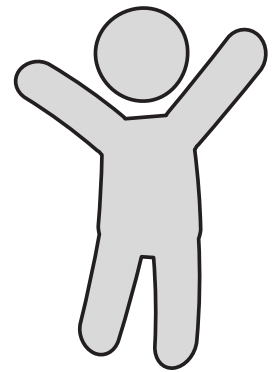
Demographics

Headlines on Practitioners



The range of attendees remains large from community volunteers to master coaches! The average over the last year has increased from 26 to 39 years of age. The most common age groups of recipient coaching are currently the u7-u9 (60% reported coaching this group) and u10-u12 (25% reported coaching this group)

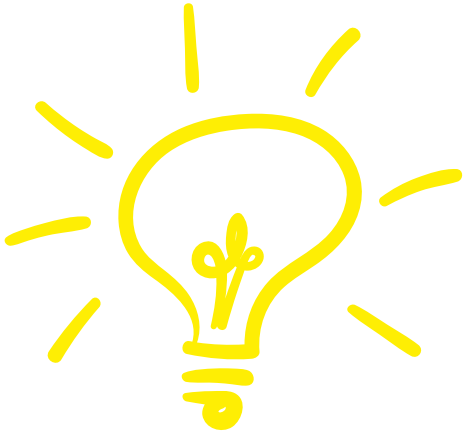
The percentage of practitioners delivering to +17-year olds has increased from 11% to 21% in the final year of the project. Approximately half of practitioners are now also reportedly coaching/teaching multiple age groups. This is an increase from 25% pre CV19. The combinations of u7-9, u10-12 and u13-16 is the most frequent. Practitioners therefore appear to be working with more groups simultaneously!



Practitioners on average strongly that **young people are more likely to move well if they have fun** during their time in sport and physical activity or physical education. They also strongly agreed that that not enjoying physical education or physical literacy activities has a lifelong effect on physical activity. However 17% did not either disagree or agree with the statement, so some uncertainty is present. They strongly agreed that it is possible to enjoy physical activity and learn to move well.

They largely disagreed that **competitive sport is an essential part of enjoying physical activity** but only 19% of participants strongly disagreed with this statement, 7% strongly agreed that competitive sport is essential. Interestingly this is different from previous years of data, potentially indicating the debate that competitive sport and PL are interlinked where arguments can be made for both perspectives. This was not correlated to the role in which the practitioner was working i.e. those working in sport did not respond differently on this question

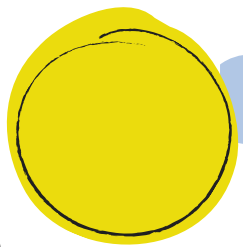
Their opinions...



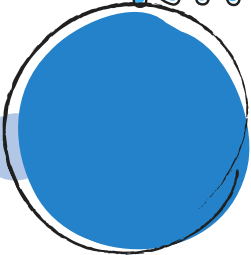
There is a correlation i.e. a relationship evident between age and the statement on competitive sports involvement indicating that younger participants tended to agree more with competitive sports involvement in enjoying physical activity in comparison to older groups. It is also worth noting that females more frequently strongly disagreed that competitive sport is essential in comparison to the other gender groups. Therefore 1 in every 2 females strongly disagreed but 1 in every 4 males strongly disagreed.

Qualifications and gender

The final year of data collection saw a decline in the number of participants who already held a relevant qualifications. However, the total number of qualifications reported increased from 9 in the first year (with relevant levels), to 24 in the second year (each with relevant levels) to 28 currently across multiple disciplines and governing bodies. This year saw a 7% increase in those who held a degree qualification to 10% where previously 3% reported a degree or higher education qualification (e.g. PGCE, MSc BSc/BA Sports Coaching/PE) that they felt was relevant to the field of PL. The most frequent qualification type again reported were awarded by either the FA or ECB. However this is now similar to those who reported a degree qualification. However there were clear differences between gender groups with 50% of females stating they felt they had a relevant qualification in comparison to 20% of males.



Qualifications and Knowledge



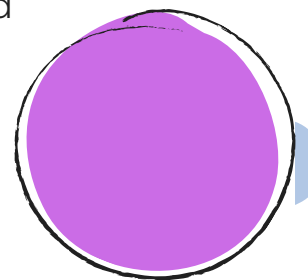
There is no evident relationship between holding a qualification and changes reported in knowledge, attitude, and confidence in this data set i.e. **qualifications do not appear to have an impact on measures before the workshop.** Which may be surprising as qualified practitioners are reporting similar knowledge levels to their counterparts who report they do not hold a relevant qualification. This is interesting as it appears the workshop's impact appears not to be dependant on previous formal training.

However, the data thus far does indicate there are significant **differences in participants perceptions** on Physical Literacy based on if the held a qualification or not. Those who held a formal qualification on average placed more value the following statements (scored on scale 1-5):

Young people are more likely to move well if they have fun during their time in sport/PE

Not enjoying Physical Activity can have a negative impact on lifelong participation cause physical inactivity in later life and affect a person's current quality of life

It is possible to enjoy physical activity and learn to move well.



Where they work

Those who completed the follow up one year post training are active in areas that are linked to High Vulnerability (Socio Economically Deprived areas) according to the 2020 updated consensus data. Approximately one quarter (23%) of practitioners are engaged in areas that are classified as Highly Vulnerable. There is no significant statistical correlation between this and previous answers above (including agreement with statements, roles and qualifications) i.e. there is no relationship between a practitioners characteristics and their involvement in vulnerable areas.

However, what is noted is those who reportedly worked in these areas did report the following as considerations: lack of equipment, access challenges and as one participant reported 'the digital divide'. The most common areas worked in in this sector were the Black Country, Birmingham/Greater Birmingham and Warwickshire including Coventry.

Gender groups they work with

* Women are 7x less likely to work with predominantly male groups of learners

*Men are 6x less likely to work predominantly female groups of learners

*6% of male practitioners work with predominately female groups

*3% of female practitioners work with predominately male groups

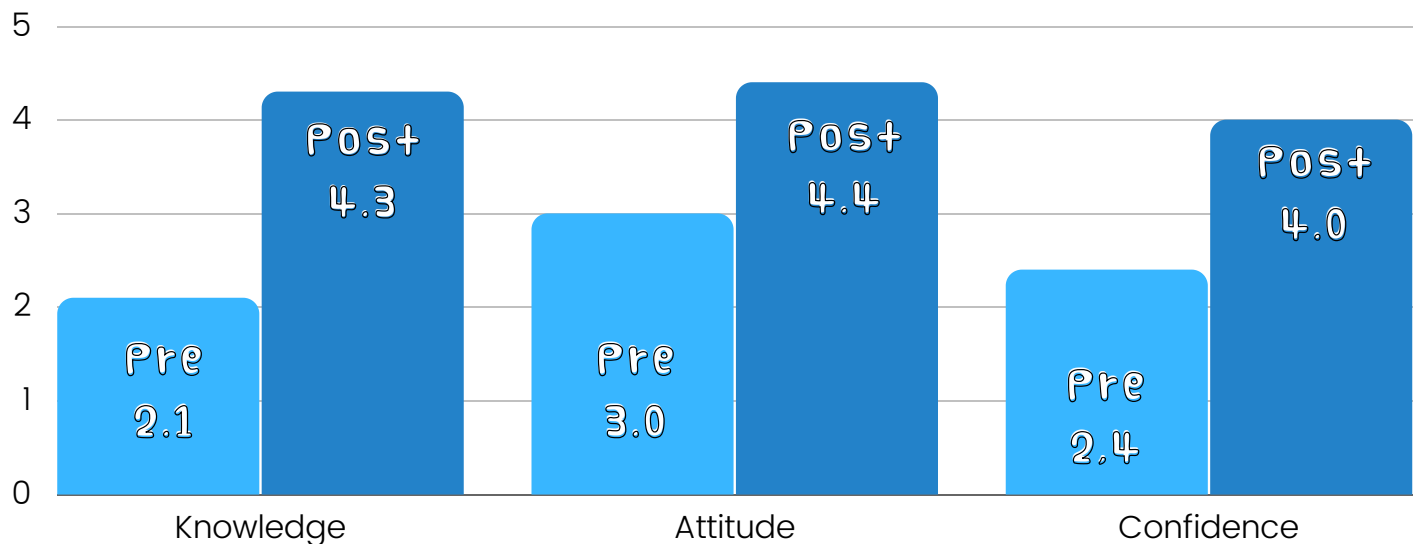
Practitioners appear to be predominately working with equally mixed gender groups with 68% reporting that groups worked with were of equal gender mix. 20% reportedly worked with predominately with female groups and 34% predominately male groups. Interestingly, the practitioners working with predominately male groups were practitioners who reportedly worked in a highly Socio Economically Deprived area. This was not the case with the practitioners who worked with pronominally female groups. It is unclear if this statistic indicates a wider issue currently however based on this data set it appears those working with predominately female groups are not working in areas classified as Highly Vulnerable.



Data trends

Knowledge, confidence, attitude

Pre vs post workshop coaching KPI



The KPI's for this study are: knowledge of, confidence to deliver and attitude towards PL. Eighty eight percent of practitioners the webinar post-workshop evaluation reported satisfaction with the workshop and Boing-y approach was 'high'. There were no differences found between the in person delivery and online delivery satisfaction levels. Therefore both methods work, potentially for different reasons.

However, open questions at the end of the workshop along with themes from interviews identified aspects around in-person engagement, practical delivery methods. Interestingly owing to repeat models taken by partners there are individuals who have attended both the in person and the webinar delivery methods. Practitioners highlighted the interactive nature of the webinar along with links to practical examples/resources as the most occurring highlight of the course. Key terms such as 'discussion', 'collaboration' and 'adaptability' among the most frequent used in post and follow up questionnaire feedback. When interviewed the responses were mixed with both in person and online modes having proposed benefits. One represented from an Active Partnership during an interview stated:

“Well, yeah, considering it was online, it was actually pretty good. It was quite engaging. But actually, now I'll take that back, it was very engaging. It's probably the most engaging tool I've used for learning purposes. But some of those who I work with struggled with the interface as it is not what they have grown up with or used before extensively”.

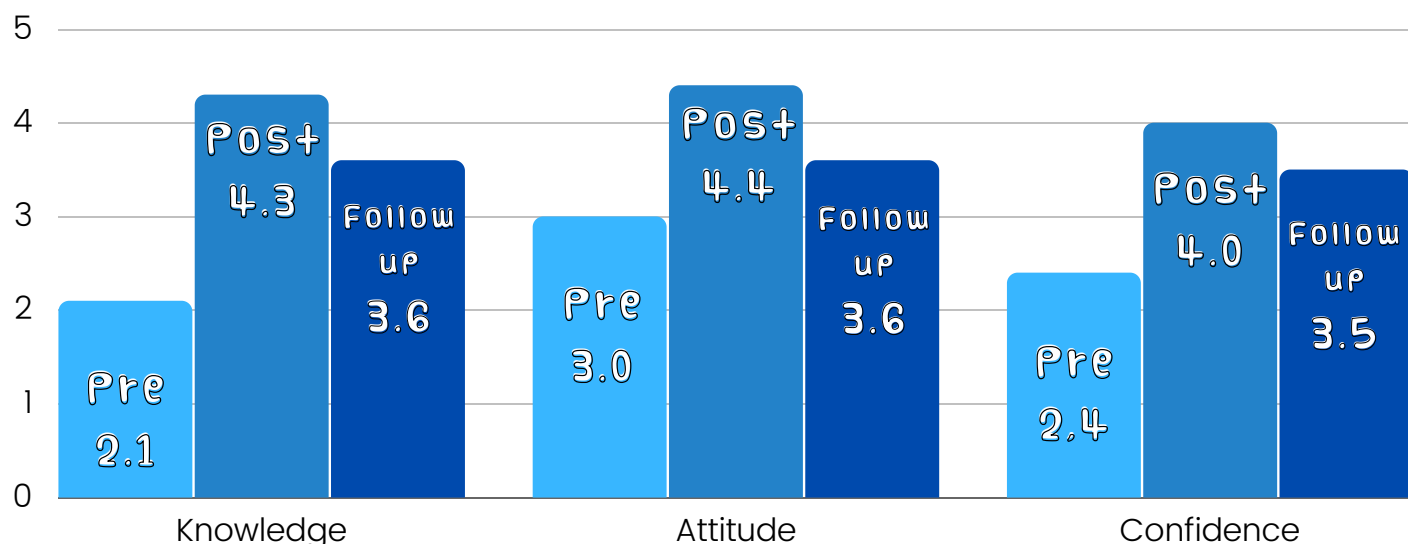
One third of participants reported the maximal change in one or more sector between pre and post workshop with 31% reporting that change in knowledge and 18% in confidence. What this means is that the size of the change is large! Changing from a 1 (very poor) to 5 (very good) on the scale.

Significant changes that are statistically large ($d=2.4$ for those statisticians!) are already evident between pre/post knowledge and confidence ($d = 2.6$). While change in attitude towards PL showed the smaller changes ($d = 1.3$) but were still statically significant meaning there are real changes! The in person workshop changes fell in the same boundary indicating the changes are of a similar magnitude/size. This is promising as the opportunity to have a blended delivery between webinar and in person workshop may be a possibility. However it is noted that only 6 of the workshops included are from in person delivery and therefore there is a considerable difference in the volume of data available. However, how practitioners retain the knowledge, confidence and attitude towards delivering a Boing based approach differs and varies greatly between individuals discussed in the next section!



Sharing and retention

Post + follow up workshop average KPI



Initial data trends from the 6-month follow up questionnaire indicated a decrease in average knowledge, attitude and confidence values in comparison to post workshop values up to 19%. However, these remain substantially higher than pre-training levels with the largest change reported as a 18% decrease in confidence between post and follow up. Therefore there is some loss in the KPI's but the levels are still higher than before training therefore they are retaining the training!. It is noted that the overall changes (pretraining compared to follow up) are still increases of 28.6% in knowledge, 22.3% in confidence and 11.6% in attitude towards PL, Boing and it's delivery.

Interestingly there does appear to be a statistical relationship, small in size, between confidence and knowledge. This is not true for every participant but taken as a group this is the data trend evident. An example of this can be seen with two participants who attended the same Boing online workshop in 2020 who upon interview reported the following:

“I would say my confidence is still there. Yeah, if someone put a Boing session in front of me, I would just go on and do it. No problem. Same way, once I've got a session planned, no problem. So in terms of the confidence of doing it, I'm still up there. I feel confident with my competence as a coach because I'm constantly reflecting on my delivery but I think the issue where the knowledge comes from [interview reported drop in knowledge in questionnaire] is usually for me where I feel limited where I have not revised and revisited it. Hence, my knowledge is got dropped down because I'm not as curious as I was about being the best coach I could be.”

However their counterpart reported higher retainment scores on the questionnaire stated that they were able to retain both attributes with a minimal drop off of 5 and 6% respectively:

“I would say I'm pretty confident still but I have been able to deliver during the lockdowns. My experiences and knowledge as a PE teacher for the last 20 odd years has probably aided in that. I suppose if I was a learning assistant or a lunchtime supervisor or something like that, I wouldn't not be as confident to let children just play a game after a short experience using the concept.”

Things that help practitioners

The interviews therefore provided further insight into the data trends evident in the three questionnaires and the KPI's associated them.

Overall practitioners identified the following as themes that facilitated their knowledge and confidence retention:

- reflection
- contact time/delivery access
- collaboration/interaction between colleagues/organisations to use the concept
- use of the resources as a revision tool

If the organisation as whole adopted the approach was widely discussed my participants. As one manager stated:

“I would say that, you know, we work in a pretty progressive department. But there are definitely, conversations you need to have with some other generations of teachers who don't find 'play' a natural method of teaching”



It also linked to other themes for example a head of department stated that one of his staff

“wanted to bounce ideas off them a bit more. For them, not having other members around who understood this was challenging to manage”.

Things that Challenged Practitioners

Wider organisation involvement was a key theme evident for those who adopted the approach and therefore those partners who took a wider training approach felt they were more likely to use the concept confidently over time. Where those who had single individuals attend faced different barriers.

When asked what methods could be used to support their knowledge and confidence retention the following themes were evident:

- ongoing mentorship
- network platform
- use of digital tools
- refresher courses with coach educators (both online and in person)
- regular interaction with the concept/organisation through communications

For example, one participant from an education partner who attended an online workshop stated:

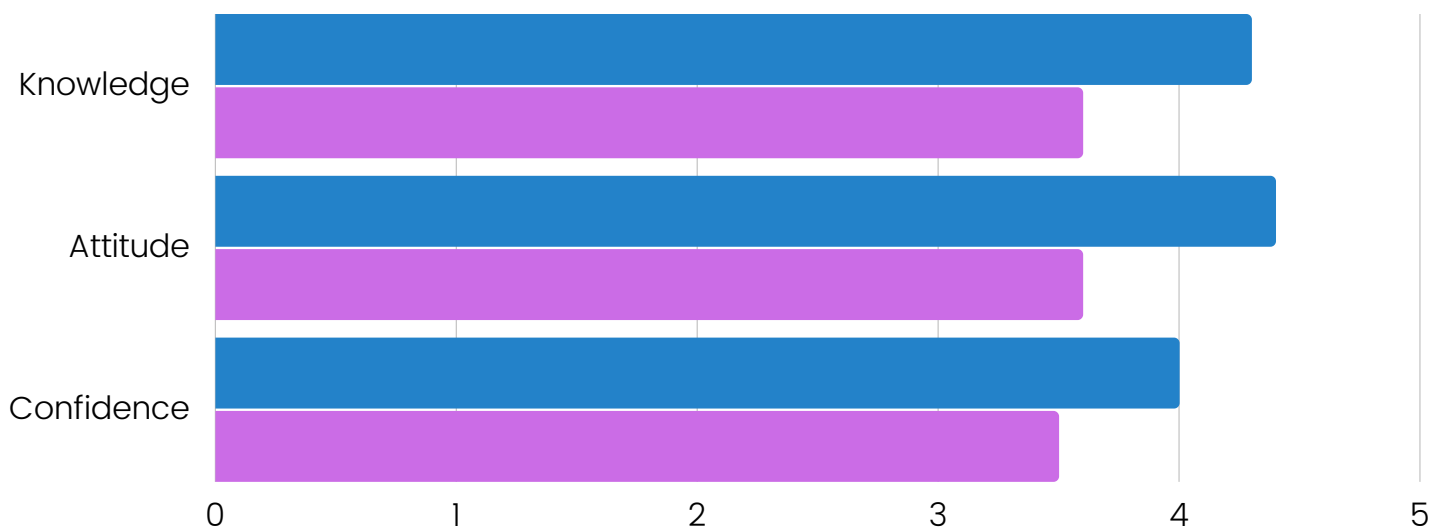
“I need a mentor to support my journey, like a expert Boing-er, to help me navigate the challenges I face at the school where I am on my own.... I could have big impact but feel like I am not supported.”



However, it is noted that in person delivery was not preferred by all. A member of an Active Partnership stated that they “would have engaged better if it was online” and being in person “brought back some of the horrible feelings of being back in PE themselves.” It is therefore a consideration moving forwards that the background or intent for attendance may support deliverers understand the individuals attending.

KPI'S are not all the same!

Changes pre and post: Average KPI



It appears that confidence is still the most volatile, knowledge retained better in comparison and attitude showing the smallest change **post** to **follow up**. This could be owing to some of the barriers facing coaches: some of which are fairly unique to the current climate during the pandemic including restricted contact time/decreased delivery and increased online reported by participants during interviews. An example of this is where one participant during the questionnaires stated “I have not been able to deliver in person since attending the webinar... so I have not been able to build confidence or try resources in my delivery yet”. This was more clearly evident during interview stages with some participants still experiencing “decreased delivery” at point of interview. One participant when discussing her own confidence stated:

“I have this knowledge that I want to use, develop and enjoy but I am not only restricted by the lockdown but also by the organisation who still values the other forms of literacy over physical vocabulary”.

She later stated:

“I think it takes a lot of confidence to let the chaos happen. And confidence is a beautiful yet fragile thing for young teachers.”

Attitude towards PL appears to be the least volatile attribute for practitioners with high value placed on PL within the various delivery settings by our participants. Positive attitude towards PL was a common theme identified when speaking to practitioners: even those who were largely unable to adopt and implement the Boing approach in the way they had initially intended to do so.

As one participant put it:

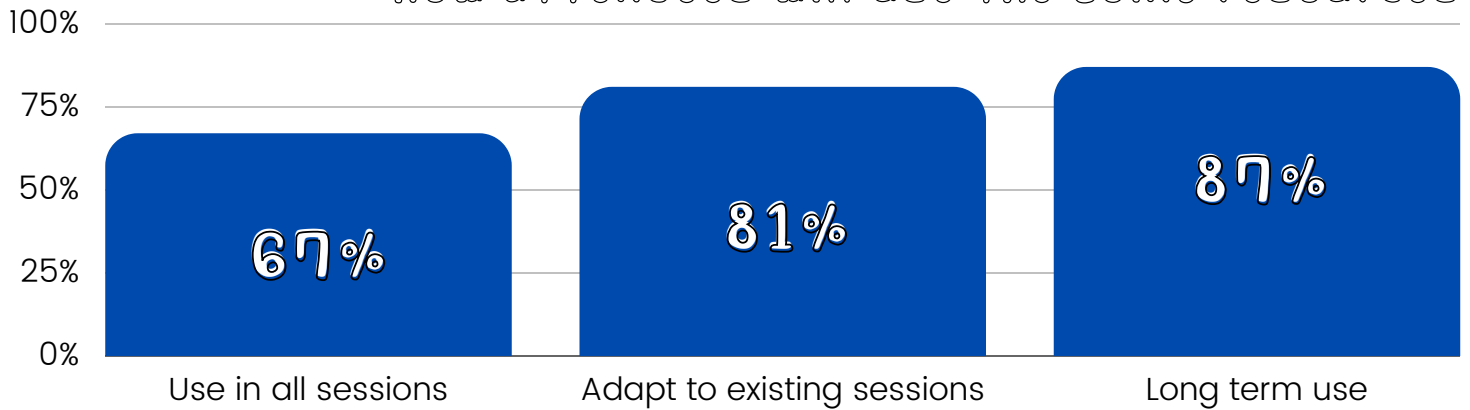
“everyone wants the best for the kids, and we think this [Boing] fits best with us”.

Attitude does not appear to be correlated statically to other attributes between groups. However, it is noteworthy that the workshops booked by partners involved in sport (e.g. ECB, GB Hockey) on average reported higher pre, post and follow up attitude average scores. The terms attitude, approach towards and view point (all themed in attitude) also occurred in transcripts more frequently than in comparison to Active Partnerships, Education and Community settings. However it is noted that this is based on the twelve transcripts of which partners directly linked to sport account for four of the twelve capture points.



Playtank and resources application

How attendees will use the Boing resources



Eighty seven percent (n=616) of participants who completed the transfer section of the questionnaire stated the resources would be useful to their delivery as educators/facilitators in the long term. Participants stated they agreed (4 or 5 on the scale) they would either incorporate materials unchanged directly into teaching (67%) or be able to modify them to suit their needs (81%). This is evident in interviews where participants as detailed above have mentioned the resources as a key facilitator in the knowledge and confidence retention. Only 5% of respondents were 'unsure' (<2 on scale) how the skills and resources would be either usable or adaptable for their settings. No participant reported the resources would not be able to be adapted for their setting. The use of the resource may require development to meet the needs of participants: see theme App.





Impact+

The impact on Practitioners and learners

While it is clear statically that the Boing project has elicited some changes in practitioners the wider impact was outlined by both the discussions with the practitioners through interviews. The experiences of the training reported by participants interviewed have been largely positive which the satisfaction static of 84% indicates. Some have summarised their experiences as:

I quite enjoyed the Boing training, it was a nice refresher for basic skills, but also how to deliver it in a more creative way. I find with a lot of things that are happening now is to do this follow this instruction, read this paper, deliver it this way. And I really found that Boing was able to deliver it in a completely different end engaging way.

“I know, it's impacted my coaching and I might it's also impacted the way I think in terms of my creativity”

It was not only the content that participants commented on. The interactive nature of the workshop was a key factor mentioned when the workshop training was discussed for those who attended online. The actually delivery structure was noted as a key factor:

“Something that I really took away was how the course was delivered online. It still really sticks with me how interactive it was. I actually needed up delivering some of my online sessions in a similar way after attending Boing training”.



With regards to the learners, practitioners discussed what their attendance on Boing training meant for those they worked with. Based on questionnaire data it is evidence that the u7-u9 and u10-u12 groups are worked with by the majority of practitioners (60% and 53% respectively) and groups are generally mixed in gender group (68%). 41% of practitioners (those who completed the follow up) are reportedly working in multiple settings. 71% have contact with an education setting whole sport accounts for 50% (20% competitive sport, 30% recreational sport). The emphasis of play was by large retained as explained by one participant who manages a sports department:

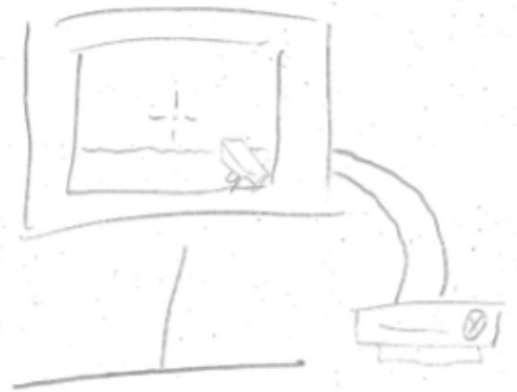
“I think they [the learners] see it as an extension of breaktime. You know, because it is play. There’s no doubt that probably the lower end of the ability spectrum or the lower end of the engagement spectrum, have become more engaged. Maybe at the top end, I wonder how we can stretch them a little bit more within these type games”

The individual went on to explain that there was integration between the sporting and academic departments whereby the themes were shared by both departments for example:

“They are asking to play games. The games we play are linked to what they are doing in class like they are a group of archaeologists looking for fossils. And they would then tell me how these were made while they played a game to find them moving, jumping, landing and so on.”

However, practitioners were honest in their own delivery ‘oversights’ as described by sports coach who stated impact looked like:

“Happy smiley faces when I get it right and they are getting better at the skills I have identified. But it’s not all the time. Sometimes I don’t get it right. And they’re not, I’m not afraid for them to tell me”



Themes from this wider section included: the environment, the role of fun/play, evolution of games and engagement. Interestingly the importance of the environment in which games are played was not a theme prior to interview i.e. showed in questionnaires. This was evident when speaking to Active Partnerships participants where it was felt that “to make it not look like sport, it needs to be played somewhere that is not where sport happens”.

Themes from this wider section included: the environment, the role of fun/play, evolution of games and engagement. Interestingly the importance of the environment in which games are played was not a theme prior to interview i.e. showed in questionnaires. This was evident when speaking to Active Partnerships participants where it was felt that “to make it not look like sport, it needs to be played somewhere that is not where sport happens”.

Interestingly this did appear to be evident in the children’s drawing. For example within a case study including (1) an active partnership and (2) a local sports club with two groups (termed by the club as elite and recreational) those who completed the drawing tasks in the sports club included key factors associated with the club such as the sports banners/sponsors on the side of the court and the colours used to mark the sporting area. Learners were asked to draw what they think play looked like followed by what they think Boing (or a game that their practitioner had designed using Boing concepts) looked like while narrating their experiences called Unfinished Stories.

Themes that are evident in the children’s unfinished stories on play included:

- technology
- friends
- people they value (family/coaches/teachers).

Themes evident while discussing Boing included sport, the task teammates and self-awareness.

Learners frequently drew elements of **technology** when asked what play/fun looked like. This was not specific to age group, gender or partner organisation where the data was gathered. For example, the drawings above and below were drawn with two different collection points and age groups:





While drawing one learner age 12 example shown above stated that

“I really enjoy playing my Xbox with my friends. That’s the most fun for me”

While another also mentioned playing with specific friends [names omitted] while using technology. It was the ‘with others’ aspect of the digital engagement that was commonly reported during the narrative and/or on the drawing for the learners. There is clearly an engagement with the digital world for learners, however this was not mentioned by practitioners as frequently in interviews.

The theme of ‘others’ similarly identified in another theme grouped here as people including friends or those who the learner places particular importance an example of a grandfather/family members was included below. Learners appear to place importance on those who they play the games with or near including those who watch them play as highlighted by a slightly older participant in a recreational sport setting age 13 who stated with the attached image:

“My grandfather really likes watching me play squash. He is really cool. I like seeing him in the café when I play. He also buys me chips after. He is cool even when I fall off my bike coming here”

Another, aged 15 in an elite sport setting included the below image when speaking openly about how she enjoys playing with her friends and it “didn’t matter what we were doing, it was that we could do it together”

Drawings differed when asked to draw what the Boing based game (name as given by the practitioner e.g. 'Ally Rally' used here in the squash examples). Themes evident while discussing Boing included sport, the task teammates and self-awareness.

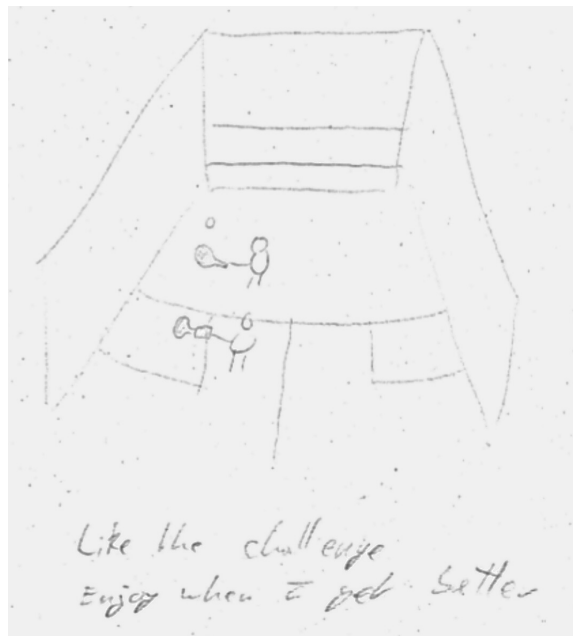
Learners in the sports club drew visual representations of the games they associated with the Boing concept. One in particular called Ally Rally which is a constraints based game that “allows them to explore the movement solutions while being in a small space” used for both beginners and more advanced players in slightly different formats. The below is a drawing from the beginner’s group from learner age 12 who drew a piece of technology above.



They stated that

“Ally Rally is challenging but I like it. A lot. I feel like I get better at playing after I do it first. It like warms up my brain.”

This was a common narration point in the transcripts where the word ‘challenge’ accounted the most frequently alongside ‘game’, ‘play’ and ‘fun’ in order. Many drawings were diagrammatic in nature i.e. drawing their interaction with the task rather than internal/external factors.



All drawings did however place figures in the court (in this case study example) many of whom were narrated as themselves and their friends/team mates. However, one learner differed greatly from their colleagues. A 16-year-old in the more advanced group who draw the following with the attached narration:

“The game can be hard for me. It brings out my weak bits. It can make me feel like I want to give up sometimes. I know why it is important but it brings out the heat in my game. It makes me make more mistakes but I know that it will help me learn”

This is particularly interesting as the coach who discussed self-awareness during an interview and how they place importance on learners’ feedback is the practitioner who works with this particular learner (as quoted above “Happy smiley faces when I get it right and they are getting better at the skills I have identified. But it’s not all the time. Sometimes I don’t get it right. And they’re not, I’m not afraid for them to tell me”.)



Therefore it is felt that the key recommendations from this report are the following:

1. More is needed to support the workforce

Based on finding number 1 (page1), more is needed to support the workforce. Consider developing a mentoring/coach developer workforce that can support practitioners in their own context. Future recommendations are to develop the diversity of the mentoring group to address both gender, race and mixed Social Economic groups.

2. Gender, Race and Location

Based on finding number 2, very little is known about those who prefer to self describe and therefore they need to be more suitably represented in further research. Females report more relevant qualifications in comparison to men yet they are reporting lower values of confidence and knowledge pre training. They are also less likely to be working in coach educator roles and on average are also significantly less likely to be working in sport environments. Considerations must be made for organisations working in these settings. Race was not included in this study which requires further exploration.

3. Listening to children is key

Children have their own very unique view of play. Themes identified by children in this research were not necessarily represented by the practitioners and visa versa. It is key that the child's voice is not only listened to but championed by further strategies to promote engagement and enjoyment of Physical Activity. It is strongly recommended that the child's voice is represented in future research to support this.

4. The 'real' and the digital world

The Boing project focuses on supporting delivery in the real world, albeit delivered on an online platform during the pandemic. However, learners are engaging and playing in both a real AND digital world. Therefore engaging with play in the digital space must be addressed in order to suitably engage learners and address the training needs for practitioners in the future.

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