



# Active Insight: Evidence in Action

## Tip #431



## Active Playgrounds That Work

### Overview

Structured playgrounds in Years F–6 support students to apply movement skills independently within safe, organised and active play environments. Consistent routines and clearly defined activities can build confidence, reduce incidents and promote positive behaviour by helping students understand expectations and participate successfully during play. Providing structured movement opportunities in playground settings enhances engagement, supports wellbeing and encourages students to take ownership of active participation and positive interactions.

### Key Teaching Ideas

Use clear playground routines, organised activity zones and structured movement opportunities to support safe and active participation during playtimes. Provide simple and consistent expectations that encourage positive behaviour, independence and respectful interactions across different playground settings. Encourage student ownership through leadership roles, choice and collaborative activities that help build confidence, strengthen wellbeing and promote meaningful engagement in active play experiences.

### Practical Application

- Establish rotating game zones supporting organisation and active participation daily
- Train student leaders to run activities and support peer engagement
- Provide simple equipment tubs enabling easy access and structured play
- Display visual rule posters supporting understanding and independent participation
- Introduce weekly game focus building consistency and student confidence levels

### Next Steps

Use [Game Sense](#) games to build independence. Structured playground approaches improve engagement, behaviour, and positive participation across school environments.

*The Game Sense model is informed by Teaching Games for Understanding (Bunker & Thorpe, 1982), the Game Sense approach (Light, 2013), and contemporary skill acquisition research including ecological dynamics (Davids & Renshaw).*

