



# INFORMATION BOOKLET

A guide for schools prior  
to implementing  
**PLAY IS THE WAY®**

**PLAY IS THE WAY®** has been developed in response to  
the needs of Australian primary schools.

However, as the curricula of many countries have a  
social and emotional learning domain, we are confident  
that our methodology will be effective in other countries.



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## WHAT IS PLAY IS THE WAY®?

Play Is The Way® (PITW) is a practical methodology for developing personal and social capabilities.

It is comprised of 6 elements with the first 3 elements implemented simultaneously, followed by the remaining 3 in succession (see diagram on the following page).

1. LIFE RAFT CONCEPTS
2. PHYSICALLY INTERACTIVE GAMES
3. SELF-REFLECTIVE LANGUAGE
4. 3Rs METHOD (3Rs)
5. GROWING PERSONALLY & SOCIALLY (GPS)
6. ULTIMATE COMMUNITY ROLE MODEL (UCRM)

Play Is The Way® is behaviour education using wisdom, not force.

Play Is The Way® is suitable for primary school children of all ages, abilities and ethnic backgrounds. No particular sporting or athletic ability is required to successfully participate.

The Play Is The Way® Games Program is a cross-curriculum tool for social and emotional learning. Typically, students participate in 3 x 20 minute games sessions per week for every week of the school year, for every year of primary school.

Play Is The Way® is not a quick fix, short term behavioural intervention. It is a process that accompanies students for every year of their development within a primary school.

### **BEHAVIOUR EDUCATION NOT BEHAVIOUR MANAGEMENT**

It is crucial that your staff and parents understand the school has decided to shift from behaviour management to behaviour education and in accordance with the “*Personal and Social Capabilities Domain*” of the National Curriculum will help students acquire the capabilities of self-awareness, self-management, social awareness and social management. If you visit our website you will see that we have shown how PITW connects to the curriculum. This could be of help for your teachers. <https://www.playistheway.com.au/img/cms/PITW Links to Australian Curriculum.pdf>

PITW develops students who are **independent** (as opposed to authority dependent), **self-managing** (as opposed to managed by the lure of praise and rewards, or the fear of punishment), **self-motivated** (as opposed to teacher directed, teacher prompted, teacher driven) lifelong learners.

## PLAY IS THE WAY® (PITW) THE 6 ELEMENTS

### 1. LIFE RAFT

PITW 5 Key Concepts (posters) embedded through classroom activities.

### 2. PITW GAMES

Physically interactive games – Played 3-4 times per week (15-20 minute sessions).

### 3. SELF-REFLECTIVE LANGUAGE

As described in the PITW Self-Mastery Checklist, this language is a means to help children be the master, not the victim of their feelings.

**These first three elements of Play Is The Way® should be implemented simultaneously.**

### 4.

#### PITW 3Rs METHOD (3Rs)

**Reflection - Repair - Restitution (Making things better, paying back & moving on)**

The 3Rs Method is a behaviour education methodology that builds self-awareness and self-management skills for children having difficulty with their behaviour. It strengthens relationships, develops empathy, addresses bystander behaviour and makes a genuinely safe school achievable.

Implement the 3Rs Method after the first 3 elements have been established for 2 terms or more and students have a firm grasp of the Play Is The Way® Self-reflective Language.

**NOTE: 3Rs can be implemented earlier if teachers are ready to embrace the required learning.**

### 5.

#### GROWING PERSONALLY AND SOCIALLY (GPS)

A Growing Personally & Socially (GPS) conference is a carefully constructed, powerful form of “circle time” that allows the life and learning issues of a classroom to be addressed in a way that requires and improves the personal and social capabilities of both students and teachers.

GPS offers direction in a time of need.

Implement GPS alongside the 3Rs Method or one term or more after 3Rs has been established. Again, ensure students have a firm grasp of the Play Is The Way® Self-reflective Language before implementing and teachers are prepared to embrace the required learning.

### 6.

#### ULTIMATE COMMUNITY ROLE MODEL (UCRM)

Ultimate Community Role Model (UCRM) is a long term, sustainable strategy for the development of empathetic young people of good character and decency. Importantly, UCRM builds and strengthens mutually respectful teacher/student relationships while developing the moral excellence that underpins academic achievement.

Implement UCRM at anytime after the first year of the first 3 elements of Play Is The Way® being embedded. Implement when all staff are willing to move away from positional authority and the use of “carrot and stick” approaches to behaviour management and adopt behaviour education practices. Ensure Play Is The Way® Games, Life Raft and Self-reflective Language, 3Rs Method and GPS are the regular practice of all classrooms and teachers are confident in the Play Is The Way® Methodology before commencing UCRM.

Elements 1,2&3 can be found in the *Play Is The Way® Methodology Manuals Volume 1&2*  
Elements 4,5&6 can be found in the *Play Is The Way® Enrichment Manual Volume 3*

## PLAY IS THE WAY® OBJECTIVES

- To help the staff, students and parents of a primary school create a safe learning environment in which students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other.
- To help develop students of strong character and decency with the social and emotional competencies to live and learn well.
- To foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.

### HOW TO ACHIEVE THE OBJECTIVES

Through the use of the PLAY IS THE WAY® physically interactive games program with its supporting language and philosophy as characterised by the Life Raft Key Concepts and the Self-Mastery Checklist.

***"No program - no matter how sound it is - can have impact if its essential elements are not used."***

Yap, K., Aldersebaes, I., Railsback, J., Shaughnessy, J., & Speth, T. (2000)

## PLAY IS THE WAY® PHILOSOPHY

### ***BY WISDOM NOT BY FORCE***

(Consilio Non Impetu)

In schools we must govern by consent and not coercion. This will call for students who are reasoned and responsible and who do the right thing because they believe it's the best thing to do. We must teach children to think, reason and analyse because in the course of daily living the question asked most frequently is, "What is the right thing to do?" Invariably, the answer is "It depends."

We must train children to pursue their personal best rather than trying to beat others. They can learn to be resilient while encountering failure and to persist against great difficulty.

Not only must we encourage children to play, we must make the time for them to do so, by themselves, with each other and with us. Play is the universal pastime of children. A childhood with too little play ill prepares children for the requirements of adulthood.

Our classrooms must offer children practise at creating a world in which they can all lead fulfilling lives. We can guide them to see that most things don't happen because of who they are but because of what they did or did not do.

Responding enthusiastically to the curiosity of children helps maintain their interest in learning. The truth is not passed on but is continuously rediscovered and must survive rigorous examination. Remembering this will maintain a child's eagerness to ask, "Why?"

We must empower children with the understanding of their own behaviour and that of others. We must equip them with a language by which to describe behaviour and the means by which to manage it.

Children can labour in the pursuit of noble causes. They can toil to reach a higher goal and we must not insult them by believing that the only way we can motivate them is to make everything fun. Nothing validates children's existence more than an adult's belief in what they can overcome and achieve. Expecting children to face their fears and requiring them to meet challenges with resolve and commitment is to honour their strength of character.

If we only want to elevate the self-esteem of children, let them work on their strengths. If we want to improve the character of children, we must urge them to work on their weaknesses and provide the opportunity and support for them to do so.

The successful journey from childhood to adulthood is rarely done well without the guidance of adults, and as adults we must rise to the demands of meaningful, consistent and honest guidance. We must not undermine their confidence by the use of flattery and excessive, unwarranted praise. If our children are worth anything, then surely they are worth the truth – delivered without malice, harshness or brutality.



Take no pleasure from punishment. Whenever we enforce a punishment we must act with respect for the dignity and rights of the children in our care. We must have rational control over our often-irrational emotions and guarantee a child's safety, even when they have done wrong. We must behave as adults.

Working together, we can educate children to master their emotions, face their fears and build the optimism that helps them to survive when things go wrong. Children who are eager learners welcome the emotional discomfort that learning creates and by overcoming that discomfort they experience the uplifting sense of achievement and progress.

Children will feel good when they have done good, and feel even better when they know how they did it. Let's be observant of the children in our care and help them attend to themselves, self-evaluate and foster the bravery that permits the full and satisfying exploration of life, school and the unexpected.

## ***Social & Emotional Learning is a tide that floats all boats***

## WHY GAMES?

### **Guided by informed teachers, PITW games:**

- help children to develop and habituate patterns of behaviour that are socially effective and culturally appropriate.
- teach children to respond appropriately to the thrill of success and the disappointment of failure - to enjoy competition with good grace and consideration for the other side.
- assist children to control impulsive behaviour and defer the need for immediate gratification as they strive for long term benefits and goals.
- encourage children to use their skills to advantage others in the pursuit of common objectives. They strengthen the skills of teamwork and cooperation and help children to build strong relationships.
- initiate a process of self-awareness and discovery. They create a shared body of experience that is used to build up relationships within the group and to develop the group.
- create a common awareness and language with which to discuss the processes of human action and interaction. They foster empathy, respect and an appreciation of difference.
- engage children's emotions and call for the regulation of those emotions to achieve progress. By being challenging, the games develop self-motivation and perseverance. They help children to identify the reasons for failure and build optimism and resilience.
- require effort and application. The games help children to understand the value of process in the pursuit of success.
- act as metaphors, similes and analogies for life and by playing these games children hone the skills that help them to live, learn, work and play well.
- improve the social, emotional, physical and mental health of children.
- are a brain compatible way of developing learning behaviours.

*Play is the way  
children learn  
without the  
consequences of  
reality.*

Games can be more than amusement. They can do far more than develop physical skills and fitness. Every game, no matter how simple, is a structure by which children learn about themselves and others.

Games are mini societies in action. Like societies, games ask children to make significant and worthwhile contributions that will be of value to all. That contribution may be to simply stick to the rules or just try hard. It may also be to make a super-human effort or relinquish one's own needs, for the survival and success of others. In the hands of insightful teachers, games transcend the limits of amusement and become tools to assist in the development of emotionally intelligent, happy and purposeful children.

## **ADAPT – ADJUST – APPLY**

PLAY IS THE WAY® is not a recipe. It requires more than the use of specific ingredients, at set quantities, for certain periods of time to achieve a successful outcome.

PLAY IS THE WAY® works best in the hands of creative teachers who are stimulated by the challenges of educating the whole child – teachers who practise the principles of good teaching and learning and can adjust, adapt and apply information to suit the learning needs and styles of all their students.

As much as possible, PLAY IS THE WAY® guides teachers in its use. It will recommend which games to play, a language that empowers and a philosophy that guides. However, it cannot respond directly, with sensitivity and intuition, to the needs of participants.

It can and does, offer strategies for many situations that arise in everyday schooling. It suggests what might happen in games sessions and proposes ways of working around, through or with them. It offers insights, born of experience, to strengthen and deepen teacher/student relationships and shares its behaviour education point of view to help educators create safer schools.

It can't unfortunately, read the teachable moment, sense the emotional state of a child or respond appropriately to success, difficulty or failure. This takes aware, empathetic educators with the energy and drive to respond to the many needs of the children in their care.

PLAY IS THE WAY®, in being a methodology for behaviour education, invites children to make sense of their most complex subject – themselves.

Thankfully, schooling is compulsory. This puts children into the hands of skilled and caring educators who can ably guide children through the social and emotional learning that ultimately leads to the mastery of “self.”

PLAY IS THE WAY® invites teachers to add their personal uniqueness to its process for social and emotional learning. It welcomes the fine-tuning that makes its games based approach to behaviour education work in the context of their own school community.

## LIFE RAFT KEY CONCEPTS

Supporting the games is a straightforward language and philosophy that revolves around the following five key concepts. Teachers will need to allocate regular class time to embed these five key concepts that help students to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with others.

**LIFE RAFT KEY CONCEPTS** (so called because when deeply embedded, children are far less likely to drown in life and learning):

- **Treat others as you would like them to treat you.**
- **Be brave – participate to progress.**
- **Pursue your personal best no matter who you work with.**
- **Have reasons for the things you say and do.**
- **It takes great strength to be sensible.**

These concepts are practised by students in every area of life and learning. We suggest that embedding each concept be spread out over two weeks or more and that at least ten weeks be taken to work through the concepts as guided by the *LIFE RAFT* activities in the PLAY IS THE WAY® Methodology Manual, Volume 1.

The *LIFE RAFT* activities unpack the concepts for students and teachers and can therefore be used as a reference point that assists children to reflect upon their behaviours.

It is asked that once students have worked through the concepts they will not be seen as “done” but will become an integral part of the school culture, referred to regularly and used as constant guiding principles for daily behaviour.

It is anticipated that some classes will take longer than others to deeply understand and appreciate the significance of the concepts. Our hope is that teachers will take the time and do what is necessary to help students learn and live the five key concepts.

New students joining a class create the perfect opportunity to revisit the concepts.

## SELF-MASTERY CHECKLIST

The PLAY IS THE WAY® *Self-Mastery Checklist* is comprised of six questions that teachers can ask children and more importantly, train and encourage children to ask of themselves.

When asked by teachers they are as follows:

- 1. Is that the right thing or wrong thing to do?**
- 2. Are you making a strong decision or a weak decision?**
- 3. Are your feelings in charge of your actions or is your thinking in charge?**
- 4. Are you running away from the problem or are you dealing with it?**
- 5. Are you being your own boss or are you inviting me to be your boss?**
- 6. Am I trying to help you or hurt you?**

These questions are designed to make children reflect and evaluate their own behaviour. Asked calmly by a teacher, with the intent to help, they are a logical and powerful way to guide children back to reasoned and responsible behaviour.

Frequently called the “*Play Is The Way Language*” because of their effectiveness in guiding behaviour, the Life Raft Concepts and the Self-Mastery Checklist form the basis of meaningful discussions between students and teachers. They are not a substitute for the normal and rational ways teachers speak with students; rather they are an additional element that improves the clarity and effectiveness of teacher/student interactions.

## BEHAVIOUR EDUCATION

*An investment in the whole child and a safe school community*

We ask schools using PLAY IS THE WAY® to be committed to *behaviour education* as the supporting framework for personal development, academic achievement and a safe school environment.

At all times, behaviour that assists learning, social harmony and the expression of culturally appropriate values should be taught, practised, reinforced and embedded.

Behaviour education is the bedrock of academic learning and it must be recognised that any student effectively applying him or herself to the daily demands of a school curriculum is expressing, in part or whole;

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship skills**
- **Responsible decision-making**

Students making errors of judgement in behaviour or failing to understand the necessity for and means by which to manage their behaviour must have their social and emotional learning needs met.

Intervention and assistance at the point of need (usually the classroom) not only amplifies the benefit of the help given, it reinforces for the student and his or her class community that behaviour education is of paramount concern to the school. It takes precedence over other learning simply because behaviour education supports all learning.

Time taken for behaviour education is not time lost but time invested in harnessing the social and emotional skills required for independent, self-motivated learning.

It can be argued that education teaches the whole child and schooling teaches the subject. For those who would educate, the obligation is to prepare the child for life and learning – indeed for a full life that is a state of constant learning.

For those who would prefer to just teach, subject takes pride of place and children who cannot or will not, as well as those who make it difficult for others to learn must be either managed, manipulated, marginalized or punished.

In genuinely safe schools children must trust and believe that the adults in charge, and their student peers, have only one overriding intent when individuals breach the school's required code of conduct, and that is to help, not hurt them. Just as children under achieving in any one subject receive more education in that subject, a child behaving in unacceptable or inappropriate ways must receive the additional education to ensure an improvement in standards.

No school can claim to be a safe environment if children fear the adults entrusted with their welfare, and it must be noted that “respecting adults,” does not mean children should be fearful of them.

Furthermore, in safe classrooms the significant relationship between teachers and students creates the best environment in which to offer the immediate guidance that helps students manage inappropriate behaviour and return to the task at hand.

Avoiding the teachable moment and shifting behaviour guidance to a third party or to a more convenient time for the teacher and a less convenient one for the child, creates the perception that there is a power imbalance between him or her and the teacher.

It also undermines the safety of the classroom by introducing the strategy of *changing behaviour by enforcing punishments*. This may indeed achieve short-term compliance but not long term lasting change.

Making *behaviour education* a constant part of everyday school business elevates it to its rightful place of prominence and frees educators to address the behavioural needs of every student when and where necessary.

Staff have at all times and in all situations the opportunity to model social and emotionally competent behaviour. They set the standard to which all can aspire.

***“A safe classroom is one in which no child needs to be defensive.”***

Wilson McCaskill

## GUIDING STAFF TOWARDS A COMMON POINT OF VIEW

An effective whole school implementation of Play Is The Way® calls for getting everyone on the same page and pulling in the same direction. This is often more easily said than done. Not everyone, no matter how convincing the research, believes that personal and social capabilities form the bedrock of student engagement and achievement in every area of school life.

There are those who do believe it but don't see it as their job to teach it, even though personal and social capabilities are a domain in the General Capabilities of the National Curriculum.

Then, there are those who are willing to teach personal and social capabilities provided it takes little time and does not reduce the time available for core subjects.

We believe behaviour education (the development of personal and social capabilities) is the most important subject in the curriculum and failure to teach self-awareness, self-management, social awareness and social management, as described in the curriculum, results in long-term and far reaching detrimental outcomes.

In being the most important subject, the development of personal and social capabilities deserves the same professionalism, commitment, assessment and best practice as any core subject. Our belief is that personal and social capabilities are a core subject.

Hopefully, administrators and staff are up to speed with the content of the personal and social capabilities domain and are eager to find a long term, sustainable means to build the competencies that will serve children well in life and learning.

It is important that school leaders and staff are aligned in their thinking about social and emotional learning and surveying all staff to determine their degree of alignment will help leaders guide the discussion and deliver the education that may be needed to reach a common point-of-view.

We recommend distributing the following survey to all staff. The decision as to whether the survey should be anonymous or not, we leave to you.



## BEHAVIOUR EDUCATION SURVEY

1	Developing positive social behaviour is part of our school's core business.	Strongly Agree	Agree	Disagree	Strongly Disagree
2	Social and emotional competencies underpin mental health and wellbeing.	Strongly Agree	Agree	Disagree	Strongly Disagree
3	Social and emotional competencies improve academic learning.	Strongly Agree	Agree	Disagree	Strongly Disagree
4	School must prepare children for life and lifelong learning.	Strongly Agree	Agree	Disagree	Strongly Disagree
5	Behaviour education and student self-management are important and attainable objectives.	Strongly Agree	Agree	Disagree	Strongly Disagree
6	Positive social behaviour is the supporting framework of safe school communities.	Strongly Agree	Agree	Disagree	Strongly Disagree
7	Difficult student behaviour adversely impacts on the mental health and wellbeing of educators and students.	Strongly Agree	Agree	Disagree	Strongly Disagree
8	A genuinely safe school community only exists when children do the right thing because they believe it's the best thing to do - not because they are made to or fear the consequences if they don't.	Strongly Agree	Agree	Disagree	Strongly Disagree
9	Games can help children to develop behaviour that is socially effective and culturally appropriate.	Strongly Agree	Agree	Disagree	Strongly Disagree
10	Games are the way children learn without the consequences of reality.	Strongly Agree	Agree	Disagree	Strongly Disagree
11	Playing together has emotional, mental and physical benefits for the whole school community.	Strongly Agree	Agree	Disagree	Strongly Disagree

## SELECTING AN ACTION TEAM

It will be really important to get a team of 5 to 7 together who have a real belief in the importance of social and emotional learning (SEL). This team should represent each level of primary (junior - middle - upper) if possible, as well as a representative of specialist teachers and an administrator.

Having an action team comprised of the right people means no member of staff can say that they are not represented. Members of the team must have the time, enthusiasm and commitment to do the work that keeps them in front of the rest of staff. A good team will be invaluable.

The action team will have to meet regularly to educate themselves and offer feedback on the degree to which staff have implemented the various steps in preparation for the launch. It is very important the action team and leadership have their finger on the social and emotional pulse of students and the mindset of the teachers.

The action team will also have to start planning a timetable that allows all teachers to timetable in Life Raft lessons (1 Life Raft lesson per week) and games sessions (3x20 or 4x15 minute sessions per week). Life Raft lessons should be timetabled until all 5 Life Raft concepts have been embedded. This usually takes 2 terms of 1 lesson per week. There would need to be obvious signs in the behaviour of students and the tone and culture of the school before Life Raft was delivered on an as needs basis.

The action team will also need to make up PITW equipment kits for each classroom or cluster of classrooms. Note: a lack of equipment or misplaced equipment is often the reason teachers cannot conduct a PITW games session. Many schools create kits that are not to be used for any purpose other than PITW sessions.

(See equipment list in Volume 1)

It will also be important for classrooms to have space to conduct games sessions and allocating each class a specific space is another way to ensure games are played when scheduled.

## ACTION TEAM OBJECTIVES

- Read all resource materials. It is important the action team stays abreast of the games timetable and the Life Raft activities.
- Designate play areas for each class to ensure the whole school or classroom clusters can play efficiently at the same time.
- Ensure all teachers have their own set of Play Is The Way® Methodology Manuals **Volume 1&2**.

Elements 1,2&3 are in *Play Is The Way® Methodology Manuals Volume 1&2*  
Elements 4,5&6 are in *Play Is The Way® Enrichment Manual Volume 3*

- Source required games equipment and assemble individual classroom kits. We suggest each classroom has its own container clearly marked with an equipment list attached. (See equipment list in Volume 1)
- Ensure all teachers are ready to start games sessions on the selected date and time and each has their own stopwatch and whistle.
- Play the games with teachers. It can help teachers if they play a game before taking it to their class. This can be done as an enjoyable way to start or end a staff meeting. It does not have to take long and can be to just give teachers the look and feel of a game. It must be impressed upon all teachers that they should still read the instructions and accompanying notes of every game before they play it.
- Engage in one-on-one informal conversations with teachers to garner feedback and concerns.
- Regular meetings of the action team to share observations and feedback from teachers and to address any concerns and problems expressed at staff meetings.
- Act as the “go-to” people for staff on issues pertaining to Play Is The Way® content and implementation.
- Ready to act as mentors for teachers who may be struggling with elements of Play Is The Way®.
- Guide teachers away from the dangers of comparing the outcomes of their own games sessions with those of others. The idea is build a common pool of knowledge and experience, not a dangerous wave of comparison and competition.
- Build professional learning sessions around the “Professional Learning” articles in Volume 1. Certain teachers will have specific behaviour concerns at various times throughout the year. It may be that an article addresses those concerns and a learning session can be built around the relevant article.
- Mentor new teachers.
- Be ready to trial the 3Rs Method, GPS (Growing Personally & Socially), UCRM (Ultimate Community Role Model) in succession over a one to three year period, depending on the progress of the first three elements.

## SCHOOL PD WORKSHOPS

### COSTS & ADDITIONAL INFORMATION

Our one-day workshops give educators a hands-on experience of the Play Is The Way® methodology. Attendees will participate in activities and games that illustrate the benefit of the Life Raft Key Concepts and self-reflective language. Through their own reactions, educators will discover why the games make a powerful tool for social and emotional learning.

**Who should Attend:** It is strongly recommended that all staff (teachers, aides, specialist teachers, assistants, chaplains, welfare officers and administration staff who have regular contact with children) attend the workshop. By doing so, a whole school culture can be more easily established to support and propel the program.

**Duration:** 6 hours broken into 3 sessions including breaks for morning tea and lunch. (9am-3pm is the usual format)

**Number of Participants:** Approximately 20 to 80.

**Cost:** **\$140 per person (20-40 participants)**  
**\$125 per person (41+ participants)**  
 A minimum of 20 participants are required to run a workshop. Numbers will be counted on the day and charged accordingly. Participants choosing to only attend a part of the workshop will be charged the full fee.

An interstate travel charge applies for workshops held outside of Perth W.A. The following travel charges are based on visits to schools within the metro area of capital cities. **Regional areas and International travel charges will be quoted on an individual basis.**

- \$600 (Vic, SA, NT) / \$800 for weekend workshops
- \$800 (Qld, NSW, Tas) / \$1,000 for weekend workshops

**Deposit:** A \$500 non-refundable deposit is required to secure the booking. A \$1,000 deposit is required for weekend workshops.

**Venue required:** A large open space (approximately 150m<sup>2</sup> to 200m<sup>2</sup>). The space can be indoors or outdoors but if outdoors it will need to be under cover.

An individual chair will be required for every participant and two for PITW personnel.

A trestle table or similar is requested for the display of resources.

**Note taking:**

Although many teachers do take notes during the workshop, it is not essential to do so as the information is in the resources. Participants are encouraged to get involved rather than struggle to write things down. Some additional notes will be provided that can be copied for all staff.

**After the workshop, the school will be emailed a certificate of attendance for all participants.**

**Dress requirements:**

Participants should dress comfortably and athletic or active wear is not necessary. Although the workshop is participatory, all participants regardless of fitness, skill level or age can benefit from and enjoy the workshop.

**Resources:**

PLAY IS THE WAY® resources will be on display at the workshop. Participants placing orders for resources on the day of the workshop will receive a 10% discount.

**Schools making bulk purchases of the PLAY IS THE WAY® Methodology Manuals Volume 1&2 will receive additional discounts.**

*If you would like to proceed with a booking, please contact Julie McCaskill.*

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