

A Peel Health Program

Playground Activity Leaders in Schools

"There is always room for one more."

Supervisor Handbook



P.A.L.S. Program Objectives

P.A.L.S. is a playground leadership program offered by Halton Region that encourages all children to participate in activities regardless of their gender, size, or ability. P.A.L.S. was developed after a review of existing playground leadership programs and consultation with other health departments.

The school champion trains interested staff and students to implement the program and provides ongoing support to the P.A.L.S. Leaders. Students from grades 4 to 6 are trained to act as playground activity leaders for younger students. These students will plan and lead fun and safe activities on the playground.

The **objectives** of the P.A.L.S. program are to:

Increase physical activity

Only 7% of children and 4% of youth are meeting Canada's guidelines of 60 minutes of physical activity a day. Canadian kids are not playing actively in their "free time." At lunch and after school, kids are getting only 24 minutes of moderate- to vigorous-intensity physical activity out of a possible **4 hours**. Supporting and encouraging opportunities for safe, free, unstructured play, especially outdoors, may be one of the most promising, accessible and cost-effective solutions to increasing child and youth physical activity in Canada.

Active Healthy Kids Report Card 2012.

Decrease conflict and reduce the incidence of playground bullying

The most common place for bullying is on the playground. "Bullying is a crime of opportunity;" if children are bored, there is a lot of opportunity for them to engage in bullying behaviour (Debra Pepler). Organized and fun activities at recess can decrease bullying incidents.

Provide leadership opportunities and build Developmental Assets® for students

Opportunities to explore and develop competencies enhance a child's self-esteem. Skill development provided through the program includes communication, problem-solving, organization and co-operation, as well as leadership. (For more information about Developmental Assets® please refer the Resources section of the PALS Toolkit).

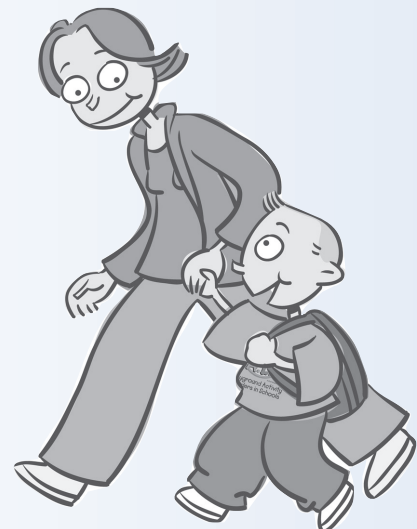


Supervisor(s) Responsibilities

Supervisor can be school staff such as teachers, Child and Youth Councilors, SERT or parent volunteers. Ideally the school should have a minimum of two supervisors to help do the following:

- Be an Asset Builder! (See page 4 and 5)
- Promote program with potential P.A.L.S. leaders. (see page 6)
 - Determine the grades eligible to apply. The P.A.L.S. leaders are generally chosen from Grade 4-6 students.
 - Provide students with program information and outline commitment.
- Select the P.A.L.S. leaders. (see page 7)
 - Have interested students complete the application form (see page 22).
 - Provide selected P.A.L.S. leaders with a copy of the Parent Permission form (see page 23).
- Develop a school implementation plan for training (see page 8)
 - Book space for leader training
 - Plan training sessions (review the PALS Leader Training Facilitator Guide)
 - Set agenda and time lines of sessions
 - Read P.A.L.S. leader training checklist (see page 9)
- Ensure leader visibility (see page 10)
- Launch the program in your school. (see page 11)
- Assign P.A.L.S. leaders to do regular P.A. announcements. (see page 12, 13)
- Develop a schedule for the leaders. (see page 14, 15)
- Provide support and mentoring during regular meetings with P.A.L.S. leaders. (see page 16, 17)
 - You may wish to meet weekly for the first month.
 - Allow time for positive and negative feedback.
 - Spend time problem-solving and include them when making decisions.
 - Spend time learning new games.
- Supervise and support leaders on the playground.
- Maintain the program through incentives, recognition and celebration (see page 18).
- Ensure safety on the playground (see page 19).
- Consider playground equipment (see page 20).

For additional information on the P.A.L.S. program visit:
www.halton.ca or dial 311.



You are an Asset Builder!

P.A.L.S. is a program that encourages children to use their time productively on the school playground by helping them learn new and traditional games. As a PALS supervisor you have so much to offer young people. You can help build their Developmental Assets®!

There are 40 assets that all children need to succeed. These assets are divided into eight categories (described below). As a P.A.L.S. supervisor, you have a unique opportunity to build assets in P.A.L.S. leaders and the P.A.L.S. participants. The more assets children have the less likely they are to be involved in risky behaviour and the more likely they are to make healthy choices.



Here are some ideas to start building assets in P.A.L.S. leaders:



Support: Young people need to be surrounded by people, who love, care for, appreciate, and accept them.

- Learn the names of your P.A.L.S. leaders.
- Encourage your P.A.L.S. leaders to learn the names of their P.A.L.S. participants.
- Hold regular P.A.L.S. meetings to mentor and support the P.A.L.S. leaders.



Empowerment: Young people need to feel valued and valuable. This happens when youth feel safe and respected.

- Encourage P.A.L.S. leaders to research new playground games.
- Ask P.A.L.S. leaders for their ideas to solve a problem on the playground.
- Celebrate P.A.L.S. leader's accomplishments and strengths during training and on the playground.



Boundaries and Expectations: Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.

- Talk and act in ways that you want young people to follow.
- Praise the P.A.L.S. leaders for meeting expectations, making good choices, trying their best
- Support the leaders in understanding the boundaries within their role and safety aspects on the playground.



Constructive Use of Time: Young people need opportunities – outside of school – to learn and develop new skills and interests with other youth and adults.

- Ask P.A.L.S. about activities they are involved in at home and school, which do they most enjoy?
- Help P.A.L.S. leaders to schedule their time, leaving opportunities for them to have free play at recess
- Encourage your P.A.L.S. leaders to engage in at least one hobby.



Commitment to Learning: Young people need a sense of the lasting importance of learning and a belief in their own abilities.

- Ask leaders about school and encourage them to keep up with class work and homework.
- Support leaders in learning from each other.
- Facilitate self-reflective behaviours in leaders when reviewing playground situations.



Positive Values: Young people need to develop strong guiding values or principles to help them make healthy life choices.

- Be a role model for the values you want the leaders to have e.g. caring, honest, responsible.
- Praise the leaders when you see them role modeling positive behaviours (e.g. teaching children to play fairly).
- Support leaders for taking responsibility in meeting their commitments as a leader.



Social Competencies: Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.

- Help leaders to learn leadership, communication and conflict resolution skills.
- Model and teach peaceful ways to resolve conflicts.
- Actively listen and provide honest feedback.



Positive Identity: Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

- Give the leaders a choice of what day of the week they would like to lead games.
- Tell the leaders how much the school appreciates their help in making their school a fun and safe place to learn
- When faced with a conflict, help the P.A.L.S. leaders to think of all the possible ways they could deal with the situation. Then help them pick what they want to do.

Recruiting P.A.L.S. Leaders

The leader recruitment process can be handled in a variety of ways. Review the suggestions below or develop an alternative plan that meets your schools needs.

- **Consider inviting all grade 4-6 students to an upbeat informative assembly.**
- **Have the P.A.L.S. supervisors meet with each class.**
- **Prepare a one page information sheet outlining how the P.A.L.S. program will run in your school and schedule time to answer questions.**

Program information:

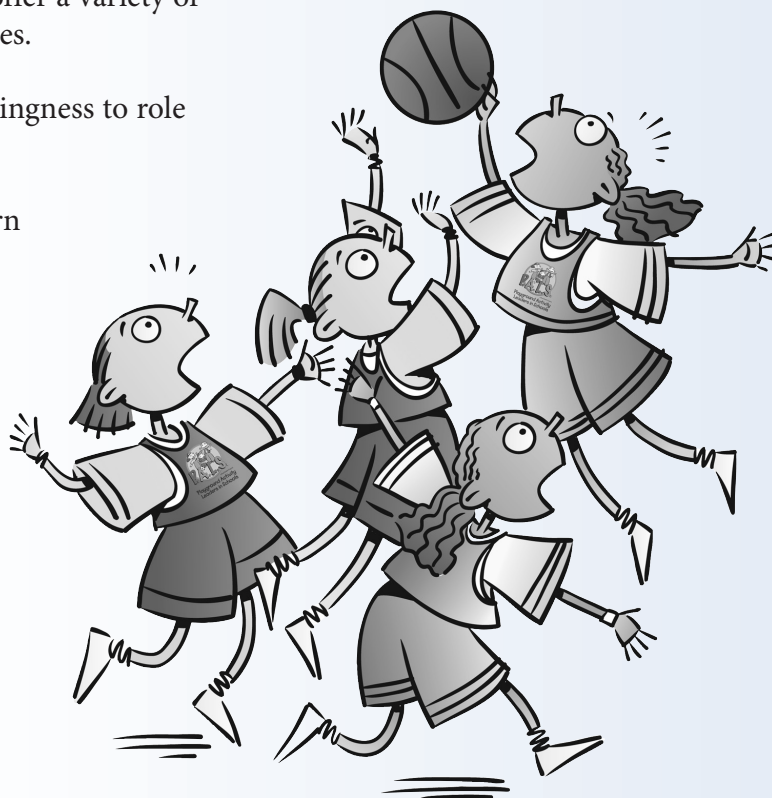
Key information to be shared when recruiting leaders:

- Pump up the volume! Be enthusiastic about P.A.L.S.
 - Begin by asking them whether they like to play games on the playground.
 - Share some of the games (skipping, ball, and tag). You may wish to demonstrate a few.
 - Talk about their role in teaching younger children how to play.
- Review the objectives of the program (see page 2).
 - Highlight P.A.L.S. as a leadership opportunity and a chance to make a difference in their school by decreasing bullying behaviour and increasing physical activity.
- Review program commitment
 - When the program will run (i.e. noon hour recess or during nutrition breaks).
 - Determine the number of days per week leaders will be scheduled.
 - Commitment to keep up with school and homework.
 - Emphasize how children look up to leaders and the importance of role modeling positive behaviour every day.
 - Provide an overview of the training.
- Application and selection process
 - Communicate the number of leaders that will be chosen.
 - Distribute copies of the application and parent permission forms.
 - Communicate the due date for the P.A.L.S. application and parent permission form.
 - Share when and how leaders will know if they have been selected.



Selecting Leaders

- Recommended age is Grade 4 to 6
- Schools with a population of approximately 500 students
 - Recruit 30-50 students for each training group – take into consideration how many days per week leaders will be on the playground and the ratio of leaders to participating students.
 - Plan for the number of leaders on schoolyard at each recess. The number of student leaders is dependent upon the population of your school.
- Choose a mix of students:
 - Assertive
 - Sociable, enthusiastic
 - Bullying behaviours in the past
 - Target of bullying or marginalized
- Choose a mix of males and females
 - Male leaders tend to choose more physical games.
 - Female leaders tend to choose quieter activities.
 - Having a mix of leaders will offer a variety of activities for males and females.
- Select students who have the ability/willingness to role model positive behaviours.
- Select students with a willingness to learn problem solving skills.
- Build on any existing leadership programs offered in the school.



Leader Training

Training takes approximately 4 hours to complete:

- The training can be divided into two or more training sessions depending on your supervisor/student availability. Below is a sample training outline. See the PALS Leader Training Facilitator Guide for another sample outline.

Sample Training Outline

- Initial training day: three hours plus a break
- Lunch meeting: one hour, one week after initial training day.

1 1/2 hours

- Leader handbook (in the library or room with tables)
 - Welcome and ice breaker activity
 - Qualities of a leader and leadership styles
 - Communication skills
 - Bullying
 - Fair play
 - Safety on the playground
- Recess or lunch break

1 1/2 hours

- Games (gym or outside)
 - Set up 3-4 stations (skipping, tag, ball games, etc.)
 - The P.A.L.S. Supervisor will bring the equipment
 - Divide the P.A.L.S. leaders into 3-4 equal groups
 - Allow an equal amount of time at each station
 - Each group will rotate through each station

Lunch meeting:

1 hour

- Conflict resolution scenarios and discussion
- Introduce new games if time permits
- Review leader commitment and schedule

Ongoing weekly or biweekly meetings are essential for problem-solving, encouragement, and learning new games.



Playground Activity Leaders in Schools – P.A.L.S.

Training Checklist

This information will help you organize the upcoming P.A.L.S. training for your school.

Introduction and Leadership Skills Training

Date and Time: _____

Communication Skills

Date and Time: _____

Bullying Prevention Training

Date and Time: _____

Games and Safety on the Playground Training

Date and Time: _____

Conflict Resolution Training

Date and Time: _____

P.A.L.S. Supervisor Checklist

Please review the checklist prior to the P.A.L.S. leader training session.

- ☐ Book a location with tables and chairs to complete the student leader handbook (e.g. classroom or library)
- ☐ Book a location for games training (e.g. gym)
- ☐ Ask P.A.L.S. leaders to bring a pencil on both training days
- ☐ Remind P.A.L.S. leaders to wear running shoes on initial training day
- ☐ Flip chart paper and stand (if available)
- ☐ Tape and flip chart markers
- ☐ Purchase P.A.L.S. equipment

Following up after the P.A.L.S. training

- ☐ Arrange a meeting with the newly trained leaders to discuss schedules and other tasks (see pages 16 and 17 for suggestions)



Leader Visibility

It is important to ensure leader visibility on the playground. Your school can find many ways for your leaders to be visible: pinnies, baseball caps, T-shirts, arm bands, buttons etc.



"There is always room
for one more."



Launching the program in your school

Each school may choose to launch the program in a different way. Here are a few ideas:

Introduce the program and P.A.L.S. leaders at an assembly.

- Use questions to increase the students' interest in having fun on the playground.
 - e.g. How many of you are sometimes bored at recess?
 - How many of you would like to learn new fun games and activities?
- Tell the students about the program.
- Introduce the P.A.L.S. leaders and have them wear the P.A.L.S. visual identifier your school decides to use (e.g. pinnies, vests, caps, buttons etc).
- Have the leaders demonstrate a few of the games they will be playing.



P.A. announcements (see page 12 and 13)

- Remind the students often about P.A.L.S., especially when it is first initiated.
- Inform students about the types of games they will be playing and where they can find them on the playground.
- Remind students everyone is welcome to play the games.
- Share the motto: **“There is always room for one more”**.
- Announce the P.A.L.S. Leaders on duty each day.

Arrange a play day to orient the students to the various games.

- Set up different stations in the school yard or the gym (e.g. skipping, ball games, marbles, elastics, tag, etc.).
- Schedule classes for a designated period of time.
- Have the classes rotate through the stations to learn games from each category.
- Have the P.A.L.S. leaders work in pairs.

Introduce games during gym or one class at a time during recess.

- Teach the games during gym class using stations as outlined above.
- If you decide to train during recess, arrange a training schedule for classes. Select a few P.A.L.S. leaders to train the scheduled class while other leaders play games with classes already trained.

P.A. Announcements

I'm lovin' P.A.L.S. (To the tune of the "I'm lovin' it" - McDonald's jingle)

Submitted by Silverthorn Elementary School

Da da da da da, I'm lovin' P.A.L.S.

P.A.L.S. is here! And "I'm lovin' it". Today at (time), you'll get a change to find out all about it! P.A.L.S. student leaders will be on the playground in their _____ to play great new games and have lots of fun.

So remember,

Da da da da da, I'm lovin' P.A.L.S.

P.A.L.S. cheer

Submitted by St. Gregory's

Gimme a P!

Gimme an A!

Gimme an L!

Gimme an S!

What have you got?

P.A.L.S.!

What's that again?

P.A.L.S.!

The P.A.L.S. student leaders will be out on the playground today at (time) so look for their _____. Join them to play some cool games!

P.A.L.S. Chant

We're P.A.L.S. leaders and we're here to say,

we offer fun and games most every day.

When we're out you'll always know,

by our _____ that almost glow!

Out on the playground, we're meeting new friends.

The fun never stops and the games never end.

So come out and meet us, we're always around.

We'll be out at recess, all over the playground.



P.A. Announcements (continued)

P.A.L.S. two way conversation

- ↪ Hey (name)!
- ↪ What is it (name)?
- ↪ Have you heard of this great new thing at our school? It's called P.A.L.S.
- ↪ P.A.L.S.? What's that?
- ↪ Well, today at (time) the P.A.L.S. student leaders will be out on the playground in _____ to teach us lots of cool new games.
- ↪ Really? That sounds great!
- ↪ Yeah, and they'll be out on the playground (specify when) to show us even more games. They play tag and ball games and jump rope and more.
- ↪ Wow! Well now that I know what it is, I'll be there for sure! I hope everyone comes out for this! It sounds amazing!

P.A.L.S. poem

You know their name and you know their colour!
They're fantastic and fun, like no other!
The P.A.L.S. help make our recess swing!
Come on out, and don't miss a thing!

P.A.L.S. are here and they love to play!
They make the most of every day!
They play great games and have tons of fun!
And they love to play with everyone!

Come on over and join the games!
Meet new people and learn new names!
P.A.L.S. can't wait to run and play!
So come and see them, don't delay!

That's right everyone, the P.A.L.S. leaders will be out today on the playground from (time) to (time) doing their P.A.L.S. thing. Look for the _____ and come on over to have some major fun!

P.A.L.S. have returned

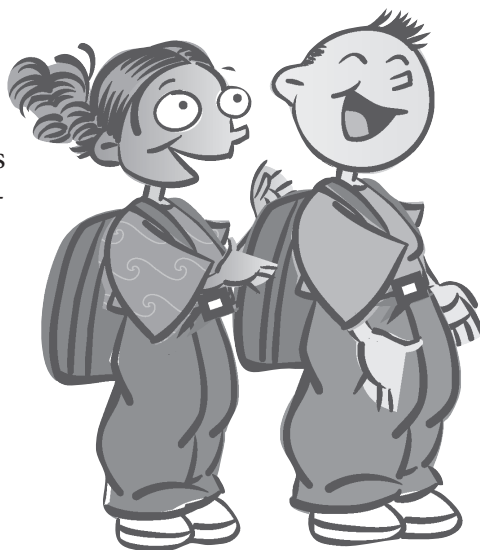
Guess what everybody? The P.A.L.S. leaders are back! They will be out on the playground for another fun filled session of ball games, tag, skipping and jumpsies (or specify day's activity). They'll be out today from (time) to (time) teaching excellent new games. Just look for the _____ and come out and join the fun.



Scheduling Leaders

Some P.A.L.S. supervisors have found scheduling leaders the most challenging part of the program. Every school operates differently and will have to create a schedule to meet their needs. Here are a few points to consider when developing the schedule.

- Determine how many days per week the P.A.L.S. program will be offered.
 - Some schools offer the program every day while others may choose to run the program two days and have one day available for meetings and introducing new games.
- Decide if the program will run at nutrition breaks.
- Ask leaders to submit their choice of days and the names of one or two individuals they would like to work with.
 - A choice of days allows the leaders to participate in other lunch time activities.
 - Leaders will enjoy the program more if they are working with a friend.
 - Tell leaders you will try to meet as many requests as possible, however it will be impossible to meet all requests.
- Create teams based on the number of days the leaders are assigned each week.
 - Assign a few older students to each team.
 - Assign a mix of males and females.
 - Assign a colour or name to each team.
 - E.g. program offered five days/week with leaders assigned two days/week:
Blue team for Monday and Wednesday lunch
Green team for Tuesday and Thursday lunch
Red team for Friday and as the back up team
- Consider switching days for the teams each month so the Friday group has an opportunity to be P.A.L.S. leaders two days per week.
 - Before making schedule changes take into consideration the timing of other clubs or teams the leader may have committed to on their non-scheduled days.



Scheduling Leaders

- A well-designed play space can help reduce conflict.
 - Designate areas of the playground for each station (see below).
 - When developing the schedule split the team for the day into stations.
E.g. Blue team: three leaders for ball games, three leaders for tag, two for skipping, two for jumpsies and two for tarmac games (if your school has tarmac activities).
 - Assess the level of game popularity and make adjustments to the number assigned to each station.
- To improve communication with leaders, assign a supervisor to each team.
 - This will decrease the number of leaders each supervisor is responsible for making the P.A.L.S. program more manageable.
 - P.A.L.S. leaders will know who to inform if they are away or have a concern they wish to discuss.
- Back-up leaders
 - The back-up team would be asked to fill in if a leader is away sick or on a school trip.
 - Back up may also be used to replace a leader who has a short term commitment such as extra practice for a play or playoffs for a team.
 - P.A.L.S. leaders are responsible for notifying the supervisor if they are away or unable to fulfill their duty.
- Decide if the P.A.L.S. leaders will be involved if there is indoor recess.
 - Assign each P.A.L.S. leader a class for indoor recess.
 - The P.A.L.S. leader would be expected to provide indoor recess activities to their assigned class.

Regular P.A.L.S. Leader Meetings

Holding regular meetings for P.A.L.S. leaders is a successful way to continue the momentum for the program throughout the school year. Through recurring meetings, P.A.L.S. supervisors are given the opportunity to support and mentor P.A.L.S. leaders on a consistent basis.

Regular meetings provide an opportunity for P.A.L.S. leaders to share information on how well the program is running. With this information, P.A.L.S. supervisors gain a better appreciation for the challenges that P.A.L.S. leaders may be facing and are able to modify the program to meet the needs of the school.

Supervisors may wish to meet weekly for the first month and then less frequently once the program is established in a school.

In these meetings P.A.L.S. supervisors might have P.A.L.S. leaders:

- ✦ Spend time learning new games
- ✦ Review the P.A.L.S. leader's schedule
- ✦ Discuss concerns and problem solve solutions using the Problem Solving Worksheet Template (see page 21).
- ✦ Plan activities and menus for special P.A.L.S. celebrations
- ✦ Create P.A.L.S. equipment - elastic yogi ropes, bean bags, etc.
- ✦ Plan and execute fundraising activities to purchase new equipment
- ✦ Share positive and negative feedback on the program
- ✦ Develop marketing strategies for the program - P.A. announcements, posters, etc.
- ✦ Review the P.A.L.S. program objectives and P.A.L.S. motto "There's always room for one more"



P.A.L.S. Ice Breakers

Ice breakers are a fun way to start off a P.A.L.S. leaders meeting. Keep in mind what you would like the P.A.L.S. leaders to get out of the activity as you chose an ice breaker for the P.A.L.S. meetings. Below you will find a few examples of ice breakers that can be used. The internet also offers a variety of ice breakers.

What's in a Name?

- ★ Have participants introduce themselves by picking a descriptive word that starts with the same letter as their first name.
- ★ Some examples may be Athletic Amanpreet or Creative Carol.

This activity is a great ice-breaker that provides opportunity for participants to use one word to share something about themselves with the group.

Add a Compliment

- ★ Distribute the handout to participants and have them fill in their name.
- ★ Handouts are then passed around the group until all participants have had a chance to write a compliment on everyone else's sheet.
- ★ The compliment must not be about the person's physical appearance.
- ★ The handouts are then returned to their owners.

This activity provides opportunity for participants to learn to compliment and receive compliments from others. It helps to build group unity as barriers come down when participants are challenged to focus on the positive attributes of others.

Create a Story

- ★ One participant in the group begins a story. For example, "I was walking home last night and I stepped in a puddle."
- ★ Other group members continue the story until everyone has had a chance to contribute.

The activity provides a fun opportunity for participants to practice group skills such as listening, co-operation, communication and respect

P.A.L.S. Commonalities

- ★ Have the participants form small groups.
- ★ Each group brainstorms 10 things they have in common with each other.
- ★ Small groups then present back to the large group.

This activity provides opportunity for participants to get to know each other and discover things they have in common.

Source: Region of Peel–Public Health(2007). **Child to Child Facilitators' Workbook**

Incentives, Recognition and Celebrations

“Recognition is a valuable motivator, since positive reinforcement enhances self-esteem, personal growth, and a sense of belonging.” When participants and leaders are recognized they show greater commitment to the program and you are likely to see increased participation. The following are some ideas:



Leader Recognition

Certificate of Completion - given by the P.A.L.S. Supervisor for completing training

Playground Leader of the Week

- Certificates
- Announcements (assemblies or P.A.)
- Classroom and/or bulletin board postings
- Consider creating a visual that can be added to each week. For example, a P.A.L.S. garden filled with flowers or trees with each petal or leaf having the name of a P.A.L.S. leader of the week.

Material Awards - prize draws for leaders who have consistently fulfilled their obligations

- Prizes (Monthly or Weekly) – pencils, notebooks, erasers
- Coupons, ribbons, stickers
- Team Achievement Award

Celebrations - Celebrate successes at leader meetings to keep the group motivated:

- Share success stories, ideas, new games
- Picture wall/brag book

Participant Recognition - Recognize those who consistently participate in the program (play games, assist leaders with clean-up, etc.)

- P.A.L.S. Tree in school (every consistent participant is a leaf of the tree)
- Sportsmanship/Spirit Awards
- Announcements at assemblies
- Report card, school newsletter article comments

Safety on the Playground

Playground safety is a shared responsibility. Here are some tips to help you and your P.A.L.S leaders to understand the role you play in keeping the playground a safe and fun place to be!

- Meet with students to discuss safety considerations that are specific to your school.
- Discuss the importance of following general safety rules such as: respecting people's space on the playground, adjusting play according to the age of the players, waiting your turn and avoiding pushing or rough play.
- Encourage the storing of equipment in its appropriate carrying case, so that it does not become a hazard.
- Remind leaders that they need to be good role models for the younger children. Remember to be a good role model yourself.
- Keep tag and ball games in separate areas of the playground to prevent collisions.
- Ensure there is adequate supervision on the playground and that playground staff are easily visible.
- Intervene immediately if bullying behaviour takes place.
- Emphasize the importance of promptly obtaining the assistance of a supervisor if an injury occurs or they have a safety concern.

Weather Considerations

Although each school board will have specific policies addressing extreme weather conditions, here are some guidelines to keep in mind:

- Remind parents and students of the importance of sunscreen, wide brimmed hats and sunglasses as protection from sun exposure.
- Encourage students to pick less strenuous games and activities on hot days.
- Encourage rest periods preferably in shaded areas on hot days.
- Observe board policy on days of extreme weather conditions and consider the use of indoor games.
- Remind parents and students to dress warmly during winter months, cover any exposed skin by wearing insulated boots, coats, mittens, hats and scarves.
- Help students to assess icy conditions on the playground and avoid those areas.
- Remind students to promptly change out of wet clothing.
- Watch for signs of hypothermia, frostbite, sunstroke and heat exhaustion.

Playground Equipment List

When organizing the playground equipment consider using a mesh bag or small tote. Ensure whatever you choose is light weight and easy to carry. Organize the equipment according to how you designed your playground. For example, if you have a skipping station, place all the skipping ropes in one bag. Repeat the same process for ball, jump-sie ropes and tag games.

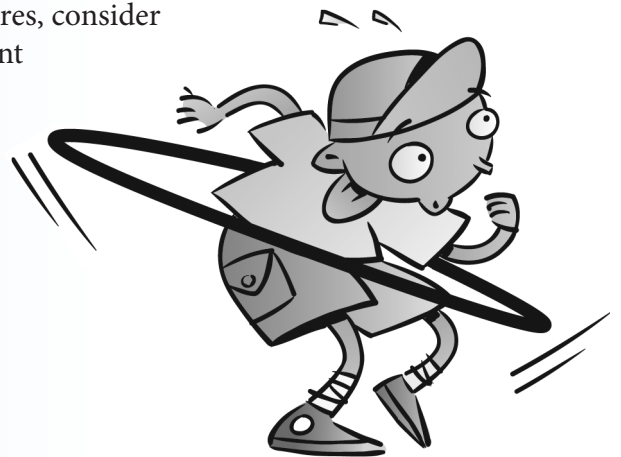
- Skipping Ropes ~ 7 foot rope (6 – 8)
~ 16 foot or longer (6 – 8)
- Assorted Balls i.e. soccer balls, footballs, basketballs, playground balls, tennis balls
- Jumpsies/Yogi Ropes ~ 4 or 5 (can be made from sewing elastic)
- Soft Flyers or Frisbees
- Plastic bins or buckets (for snow games)
- Coloured plastic golf balls or ping pong balls (20)
- Hula hoops
- Crazy Carpets
- Catch a Ball Sets
- Sidewalk Chalk
- Rubber Animals i.e. pigs, chicken, fish, frog

* If you are unable to find equipment at local stores, consider purchasing equipment from one of the equipment companies listed below:

www.wintergreen.ca

www.flaghouse.ca

www.lettucemakethyme.com



Problem Solving Worksheet

1. Identify Problem:		<ul style="list-style-type: none"> • What is happening? • How are students feeling?
2. Think of possible solutions	<ul style="list-style-type: none"> • Wait and cool off • Make a deal • Use humour • Apologize 	<ul style="list-style-type: none"> • Talk it out • Walk away • Ask them to stop • Ask for help
3. Think of what the consequences will be	If _____ then _____	
Will students feel:	<ul style="list-style-type: none"> • respected and treated fairly? • safe on the playground? • praised for trying their best? • that bullying is not acceptable? • respect for the rules of the game and the school? • committed to our motto "there is always room for one more" 	
4. Pick a solution and act on it.	<ul style="list-style-type: none"> • Use assertive communication • Get students to agree to the solution 	
5. Monitor Situation	Has the situation been resolved? Do you need to use another approach? Have you tried two approaches to solving the situation? Is it time to get help from another P.A.L.S leader or an adult?	

Playground Activity Leaders in Schools (P.A.L.S.)

STUDENT APPLICATION

Name: _____

Grade: _____

Your teacher's name: _____

1) Why do you want to be a Playground Leader?

2) Some activities I have helped with (at school, home or elsewhere) are:

3) What do you think P.A.L.S. can do for your school?

Applicant's signature: _____

TEACHER REFERENCE: Please have a teacher complete this part.

I think _____ would do a good job as a Playground leader because:

Teacher's signature: _____

Adapted from: Playground Leadership Program, Canadian Intramural Recreation Association & Peers Running Organized Play Stations (P.R.O.P.S.), Durham Region



Playground Activity Leaders in Schools (P.A.L.S.)

PARENT PERMISSION FORM

Date: _____

Dear Parent/Guardian,

_____ is initiating a

‘Playground Activity Leaders in Schools’ program. (P.A.L.S.)

Your child has expressed an interest in being a leader in the P.A.L.S. program. The P.A.L.S. Supervisor will provide a leaders training workshop. The workshop will teach the student leaders how to plan and lead fun and safe activities on the playground for students in Grades 1-5. We believe the opportunity for young people to participate in structured playground activity:

- **Promotes physical activity during leisure time**
- **Reduces bullying behaviour on the playground**
- **Provides children with leadership opportunities and builds Developmental Assets®**

Please sign the application form and return it to : _____

If you have further questions, feel free to contact a **P.A.L.S.** supervisor.

Sincerely, **P.A.L.S.** Supervisors

- _____
- _____
- _____

I give my permission for my child to be a part of **P.A.L.S.**

STUDENTS NAME: _____
(Please Print)

PARENT SIGNATURE: _____ **DATE:** ____/____/____



Reference List

Deb Cockerton, Youth Counsellor, Kawartha Pine Ridge District School Board
 O'Neill, Barbara, Ph.D. & Glass, Diane (1994).
Kelso's Choice: Conflict Management for Children, Rhinestone Press.
 The Canadian Intramural Recreation Association of Ontario (1998).
Playground Leadership Program: Leader's Handbook and Facilitator's Guide.
 The Canadian Intramural Recreation Association of Ontario.
Recess Revival: An Implementation Guide to an Active Playground
 Middlesex-London Health Unit.
P.L.A.Y. Peer Leadership for Active Youth.
 Durham Region.
Peers Running Organized Play Stations (P.R.O.P.S.)