



Facilitator Guide



A Peel Health Program

Playground Activity Leaders in Schools

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Table of Contents

	Page
Dear P.A.L.S. Supervisor – Introduction	3
You are an Asset Builder! - Developmental Assets	4
P.A.L.S. Leader Training Overview	5
PALS Leader Training Sample Outlines	6-8
Welcome to P.A.L.S. training!	9-11
Discovery Bingo – Icebreaker Activity	12
Leadership Qualities	13-14
Being a Leader	15-16
Communication	17-21
Communication Styles	22
Game Training and Let’s Play	23-25
Bullying Hurts... Inside and Out	26-27
Conflict Resolution & Cooling Down a Conflict	28
Let’s Practice	29-30
Situation and Problem Solving Responses	31-33
Playground Leader Commitment	34
Regular P.A.L.S. Leader meetings	35



Dear P.A.L.S. Supervisors

The Playground Activity Leaders in Schools (P.A.L.S.) Student Leader Training **Facilitator Guide** is a tool to help you train P.A.L.S. Leaders, so they feel prepared to lead fun, cooperative games on the playground. The training is filled with interactive activities to help convey the main four components of the training:

1. **Leadership qualities**
2. **Communication skills and styles**
3. **Games training and fair play**
4. **Bullying and conflict resolution**

The P.A.L.S. Student Leader Training **Facilitator Guide** should be used in conjunction with the P.A.L.S. **Leader Handbook**. As you facilitate the training, the students will follow along in their Leader Handbook. There are activity pages the students will fill out, and important reading linked to all four components of the training. Review both tools as you prepare for your training to gain an understanding of how they work together.

Have fun!

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 P.A.L.S. 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.

Throughout the P.A.L.S. Student Leader Training **Facilitator Guide**, you will find many ways to be an asset builder for your P.A.L.S. Leaders. Look for the matching symbols to see which group of assets you are building.

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.



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.



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

- Encourage P.A.L.S. leaders to bring new playground games for review.
- 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.



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.



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.



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.



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.



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.



P.A.L.S. Leader Training Overview

The P.A.L.S. leader training takes approximately **4 hours** in total to complete. It can be divided into two or more training sessions depending on your supervisor/student availability. Every school is unique and time for training the students and implementing the program will differ for each school. Two training outlines have been developed to help you plan a successful P.A.L.S. Leader Training.

Option #1 - Divide the training into two sessions over two days	
Session 1: (3 hours plus a break)	Part 1 Leadership Qualities Communication Skills Part 2 Games Training and Fair Play
Session 2: Lunch meeting (40 min – 1 hour)	Bullying and Conflict Resolution

Option #2 - Divide the training into four sessions over four nutrition/lunch breaks	
Session 1	Leadership Qualities
Session 2	Communication Skills
Session 3	Games Training and Fair Play
Session 4	Bullying and Conflict Resolution

P.A.L.S. Leader Training Sample Outlines

Option #1 Divide the training into two sessions

Session 1	Preparation
Part One: 1.5 hours	
Topics to be covered: <ul style="list-style-type: none"> • Welcome to P.A.L.S. Training (page 9-11) • Ice breaker - Discovery Bingo! (page 12) • Leadership Qualities and Being a Leader (pages 13-16) • Communication & Communication Styles (pages 17-22) 	<ul style="list-style-type: none"> ✓ Book the library or a vacant classroom for this component of the training. A gymnasium will do, but the students will have to sit on the floor. ✓ The P.A.L.S. Leader Handbook is used for this component of the training. Be sure to know how many leaders to expect so you have enough handbooks for each participant. ✓ The students will need a pencil and can bring a snack. Make an announcement on the PA before your training begins as a reminder. ✓ Bring flip charts and markers for the “Leadership Qualities” activities.
Recess or break	
Session 1	Preparation
Part Two: 1.5 hours	
Topics to be covered: <ul style="list-style-type: none"> • Games Training & Fair Play (pages 23-25) 	<ul style="list-style-type: none"> ✓ For games training, set up 2- 4 stations (skipping, tag, ball games, etc) in your gymnasium or outside if the weather is nice. ✓ Have equipment for the stations ready to go. ✓ 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
Session 2	Preparation
Lunch Training Meeting (1 hour):	
Topics to be covered: <ul style="list-style-type: none"> • Bullying Hurts...Inside and Out (pages 26-27) • Conflict Resolution, Cooling Down a Conflict (pages 28) • Let’s Practice - conflict scenarios and role play (pages 29-30) • Playground Leader Commitment (page 34) 	<ul style="list-style-type: none"> ✓ The library or a vacant classroom is a good place to host this component of the training. ✓ Ask the leaders to bring their PALS Leader Handbook, a pencil and a snack.

P.A.L.S. Leader Training Sample Outlines (continued)

Option #2 - Divide the training into four sessions over four nutrition/lunch breaks

Session 1 – 50 min	Preparation
<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Welcome to P.A.L.S. Training (page 9-11) • Icebreaker - Discovery Bingo! (page 12) • Leadership Qualities and Being a Leader (pages 13-16) 	<ul style="list-style-type: none"> ✓ Book the library or a vacant classroom for these components of the training. A gymnasium will do, but the students will have to sit on the floor. ✓ The P.A.L.S. Leader Handbook is used for this component of the training. Be sure to know how many leaders to expect so you have enough handbooks for each participant. ✓ The students will need a pencil and can bring a snack. Make an announcement on the PA before your training begins as a reminder. ✓ Bring flip charts and markers for the “Leadership Qualities” activities.
Session 2 – 50 min	Preparation
<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Communication & Communication Styles (pages 17-22) 	<ul style="list-style-type: none"> ✓ The P.A.L.S. Leader Handbook is used for this component of the training. ✓ The students will need a pencil and can bring a snack ✓ The library or a vacant classroom is a good place to host these components of the training
Session 3 – 50 min	Preparation
<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Games training and Fair Play (pages 23-25) 	<ul style="list-style-type: none"> ✓ For games training, set up 2- 4 stations (skipping, tag, ball games, etc) in your gymnasium or outside if the weather is nice. ✓ Have equipment for the stations ready to go. ✓ Divide the P.A.L.S. leaders into equal groups. ✓ Allow an equal amount of time at each station ✓ Role model how to explain a game and give the students an opportunity to practice giving instructions. ✓ Each group will rotate through each station

P.A.L.S. Leader Training Sample Outlines (continued)

Session 4 – 50 min	Preparation
<p>Topics to be covered:</p> <ul style="list-style-type: none">• Bullying Hurts...Inside and Out (pages 26-27)• Conflict Resolution, Cooling Down a Conflict & Let Practice (pages 28-30)• Playground Leader Commitment (page 34)	<ul style="list-style-type: none">✓ The library or a vacant classroom is a good place to host this component of the training.✓ Ask the leaders to bring their PALS Student Leader Handbook, a pencil and a snack.



Welcome to P.A.L.S. Training!

Background:

Providing a safe and inclusive place to play is often one of the primary reasons why a school chooses to implement the P.A.L.S. program. The program has been successful in reducing the incidence of bullying and conflict on the playground. There is a growing concern about the declining level of physical activity among our youth. The P.A.L.S. program encourages students to become engaged in cooperative games and activities which in turn promotes being active during leisure time. The hope is that students will play the games with family and friends outside of the school environment. Another key component of the program is that it offers leadership opportunities and builds Developmental Assets®.

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

- Increase physical activity
- Decrease conflict and reduce the incidence of playground bullying
- Provide leadership opportunities and build Developmental Assets® for students

The Motto: There is always room for one more!

The motto is to ensure all students are invited to participate in the activities being offered by the P.A.L.S. program. The P.A.L.S. leaders will encounter students who are outgoing and have an easy time interacting and playing games, while other students may be withdrawn and have difficulty participating in activities. These students need to be invited or encouraged to participate. Every student should feel they are welcome to participate in the P.A.L.S. activities.

Welcome to P.A.L.S. Training! (Continued)

Supplies needed:

- ✓ A comfortable, inviting space where the student leaders can get to know one another (ideally the library or classroom)
- ✓ P.A.L.S. Student Leader Training Facilitator Guide (for you)
- ✓ P.A.L.S. Leader Handbook – one for each student leader
- ✓ Pencils for each student leader
- ✓ Flip chart paper, markers and tape
- ✓ Name tags - Nice to have, but not necessary

Preparation:

- Book the library or a vacant classroom for this component of the training. A gymnasium will do, but the students will have to sit on the floor.
- The P.A.L.S. Leader Handbook is used for this component of the training. Be sure to know how many leaders to expect so you have enough handbooks for each participant.
- The students will need a pencil and can bring a snack. Make an announcement on the PA before your training begins as a reminder.
- Bring flip charts and markers for the “Leadership Qualities” activities.
- Write up an agenda on a flip chart or white board (optional)

Instructions:

- Give each of your P.A.L.S. leaders a warm welcome and a Leader Handbook. Ensure they each have a pencil and ask them to sit down.
- When everyone has arrived, ask the student leaders to open their Leader Handbook and turn to page 2 titled "Congratulations!". Ask them each to write their name in the space provided.

Welcome to P.A.L.S. Training! (Continued)

Instructions (continued):

- Provide the leaders with an overview of the program:
 - Main reason why your school is running the program (the objectives)
 - Benefits of the program. Have the students read aloud the benefits of being a leader from their Leader Handbook (page 2).
 - P.A.L.S. Motto: There is always room for one more!
 - Components of the program (Leadership Qualities, Communication Skills, Games Training & Conflict Resolution)
 - Training Schedule (2 or more sessions)
 - Who is supervising the program?
- Review the P.A.L.S. motto: There is always room for one more.
- Share your agenda for the period you have with them. You may want to prepare this ahead of time on flip chart paper and have it ready.
- Now you can play Discovery BINGO! as an icebreaker to get everyone warmed up to have fun!





Discovery BINGO! (Icebreaker)

Background: This ice breaker activity is designed to provide an opportunity for P.A.L.S. leaders to learn interesting facts about their fellow leaders and to create an opportunity to use their communication skills.

Supplies needed:

- ✓ P.A.L.S. Leader Handbook – one for each student leader
- ✓ Pencil for each leader
- ✓ Prizes for bingo (optional)

Instructions:

- Ask the leaders to refer to page 1 titled “Discovery Bingo” in their Leader Handbook.
- To play discovery bingo a P.A.L.S. leader approaches another leader and asks them a question found in one of the bingo squares. If the P.A.L.S. leader answers yes to the question, they then sign their name in that square. If they answer no, then the leader asks them another question on the bingo card. Each leader can only sign the bingo card once. They then move to another leader and ask them a question. E.g. “Do you keep a diary?” If the student answers yes, they print their initials or name in the square.
- Bingo is achieved when a P.A.L.S. leader has filled in a horizontal, vertical or diagonal line.
- The students can yell out “Bingo”. This warm-up can end when 3 people get bingo or when everyone gets Bingo depending on how much time you have.

Asset categories fostered:





Leadership Qualities

Background:

The purpose of this activity is to demonstrate that there are many unique qualities that help develop a good leader. We all come with some leadership qualities and we all can learn from one another to acquire new leadership qualities. Leadership is not about being the boss – leadership is about getting people to work together to accomplish something. A leader leads, a leader does not control.

Supplies needed:

- ✓ P.A.L.S. Leader Handbook – one for each student leader
- ✓ Pencil for each leader
- ✓ Flip chart paper
- ✓ Markers

Instructions:

- Ask the leaders to turn to page 3 titled "Leadership Qualities" in their Leader Handbook.
- Introduce this activity by sharing some of the above background information about leadership.
- Read through the list of leadership qualities provided in the Leader Handbook and provide a very brief explanation for any you feel may be confusing. Do not provide a detailed explanation as you will be asking the leaders to do this in the part two of the activity.

Part one: As an individual: Have the students review the list of leadership qualities. Ask each participant to put a (✓) beside 3 qualities they already have and a (X) beside 2 qualities they hope to gain by being a part of the P.A.L.S. program.

Part two: In a group - Have the leaders work in groups of 4-5. In the small groups, have the members agree on five leader qualities they feel are important to be a successful P.A.L.S. leader.

Leadership Qualities (continued)

Discussion: Ask each group to select a member to share two qualities they selected and why they feel they are important qualities. Write their responses on a flip chart paper. Ask the other groups to raise their hand if their group also identified these qualities. Put a checkmark beside the quality to indicate it has been said more than once. Use the description information listed below to provide additional information. Continue until all groups have shared.

Helpful descriptions of leadership qualities:

- ✓ **Open to other's ideas** – a leader must be able to take constructive criticism and be open and willing to learn from others. E.g. there may be a better way to play a game or run the group.
- ✓ **Caring/motivates others** – it is important to praise a job well done or for a good effort. This encourages participants to continue and helps them to have fun.
- ✓ **Guides people/can lead and can follow** – a leader must be able to ask for help and delegate tasks. Others can be in charge sometimes. Try to allow everyone a chance to shine.
- ✓ **Problem solver** – as a leader, you will be looked at to make decisions and to solve small problems when they arise.
- ✓ **Good listener** – in order to solve problems and be open to other's ideas, you need to be a good listener.
- ✓ **Responsible/organized** – you will be responsible to show up on your assigned day or find a substitute. You will be responsible for taking good care of the equipment.
- ✓ **Honest** – admits mistakes and learns from them.
- ✓ **Patient** – a good leader is tolerant and fair and treats everyone equally. Stay calm – don't lose your temper.
- ✓ **Funny** – can sometimes use humor to ease the tension. They are usually in a good mood and help other feel positive and have fun; a grumpy leader will not be popular.
- ✓ **Good natured** – shows a kind and pleasant disposition

Asset categories fostered:





Being a Leader

Background:

This activity provides an opportunity to share different leadership styles. Some leadership styles are effective in engaging the participants while others can sometimes cause the participants to become uninterested in playing the games.

Supplies needed:

- ✓ P.A.L.S. Leader Handbook – one for each student leader
- ✓ Pencil for each leader

Instructions:

- Ask the Student Leaders to refer to page 4 titled "Being a Leader" in their Leader Handbook. These cartoons show many different types of leaders.
- Introduce this activity by sharing some of the above background information about being a leader.
- Have the students volunteer to read the cartoon captions out loud one at a time.
- After each caption is read, have the leaders vote on how they feel about that particular style of leadership.

Voting:

Thumbs UP: Ask them to show thumbs up if they feel the leadership caption is a good example of how P.A.L.S. leaders should speak to participants.

So, So: Ask the leaders to wave their hand from side to side if they feel the leadership caption has components that are both positive and negative.

Being a Leader (continued)

Thumbs Down: Ask them to show thumbs down if they feel that the leadership caption is not a good example of how they should interact with participants.

Sharing the results of the vote:

Have the leaders vote for thumbs up, so, so, thumbs down one at a time so you can get a visual picture of the number of students voting for each.

Discussion: It is valuable to hear why a leader may have chosen one of the three voting options. Ask for someone to volunteer to share why they chose that option.

Asset categories fostered:



This is the end of the Leadership component of the training.



Communication

Background:

The purpose of the Communication activities is to demonstrate the three important parts of communication: verbal (speaking), non-verbal and listening. These are listed on page 5 of the Student Leader Handbook. For each of the three components there is an activity that demonstrates the key information you want to get across.

Speaking: What I Say (Activity: *Broken Telephone*, pages 18-19, *Facilitator Guide*)

- Speak clearly
- Use simple words
- Watch your tone of voice
- Don't put others down

Non Verbal: What I do (Activity: *Role Play*, page 19-20, *Facilitator Guide*)

- Be aware of your facial expressions (smile)
- Watch your body language
- Look at the people you are talking to (make eye contact)
- Remember, people watch what you do. Make sure what you say is the same as what you do.

Listening: How Well I Listen (Activity: *Hand to Chin*, page 21, *Facilitator Guide*)

- This is the most important part of communication
- Pay attention to other's feelings
- Give other's a chance to talk
- Don't interrupt
- Ask questions
- Repeat what they say if you don't understand

Communication (Continued)

Supplies Needed:
✓ P.A.L.S. Leader Handbook – one for each student
✓ Ball (optional for role play)

Instructions:

- Ask the student leaders to turn to page 5 titled "Communication" in their Leader Handbook.
- Talk about communication being a two-way street: sending a message by *talking and by using body language* and receiving the message by *listening*.
- Highlight that communication has three important parts: verbal, non-verbal and listening. Review examples of each component as listed on page 5 of the Leader Handbook.
- Facilitate the game *Broken Telephone* to demonstrate the importance of "verbal communication" or **What I Say** (instructions below).
- Facilitate a *Role Play* to demonstrate the importance of "non-verbal" communication or **What I Do** (instructions on page 19-20 in this Facilitator Guide).
- Facilitate the *Hand to Chin* activity to demonstrate **How Well I Listen** (instructions on page 21 in this Facilitator Guide).
- Ask the group to identify what component of communication you were demonstrating.
- Then share some of the key points you feel you need to highlight.

What I Say: Activity - Broken Telephone Line

Background: This activity demonstrates the importance of speaking clearly and using simple, concise language to communicate, as well as the importance of listening.

Communication (Continued)

Instructions:

Decide on a message that has 2 or 3 main ideas e.g.

“Meet me on the playground, at the basketball nets at recess, and bring a basketball”.

- Tell the group that the activity is Broken Telephone
- Determine ahead of time whether you will allow the message to be repeated, if the person did not hear it the first time
- Select 6 or 7 student to line up at the front of room to participate in the activity
- Whisper the message to the first person clearly and slowly and then ask them to whisper it to the next person, and so on
- The last person to receive the message tells the large group what they heard.
- Finally, ask the first person to repeat the message you told them. (The message usually is different than the original message)

Key points to highlight when debriefing this activity

- use simple language with the students they are leading as most of the participating students will be younger
- give clear instructions
- be a good listener

What I Do: Activity - Role Play

Background: This activity demonstrates the importance of how your body language and enthusiasm affects group participation.

Instructions: Use the following or similar statement.

“I am the P.A.L.S. leader; does anyone want to play SPUD ball with me? It will be lots of fun.”

Communication (Continued)

First time, say the statement using a soft, monotone voice, looking down at the ground. Bounce the ball while you are speaking. Don't use any gestures to encourage them to join you.

Ask the students to provide feedback about how they felt about playing SPUD with you as a P.A.L.S. leader.

- poor eye contact
- lacks enthusiasm
- didn't make them feel welcome
- bouncing the ball made it difficult to hear

Second time, repeat the same statement with good eye contact, use arm gestures to encourage them to join the fun while using a tone that is enthusiastic and excited and don't bounce the ball.

(If time permits invite a few students up to role play these activities instead of you. Take each actor aside and give them the instructions. Many students love to role play if you have fun!)

Debrief: The exact same words, said with different body language, equals a different message. (The same message will be interpreted differently by the participants depending on how it is communicated.) Ask students what specifically was better about the second statement.

Key points to highlight when debriefing this activity:

- use a tone of voice that will create enthusiasm and encourage their participation
- be aware of messages you send through your non-verbal communication
- maintain good eye contact with participants

Communication (Continued)

How Well I Listen: Activity - Hand to Chin

Instructions:

Ask the group to follow you. Demonstrate the actions with them at the same time as you tell them what to do:

- Extend one arm in front of you, parallel to the floor.
- Now, make an “OK” sign with your thumb and forefinger (pictured here).
- Move your arm in a large figure 8 motion in the air a few times.
- Then tell the leaders to bring their hand to their chin. (**as you say this, bring your hand to your cheek**)
- Ask the group to freeze!
- Pause (*most of the group will have followed what you did and brought their hand to their cheek*)
Who brought their hand to their chin as you instructed? Who brought their hand to their chin, and followed your action?



Debrief: It is important to make sure that what they say matches what they do when demonstrating games. Sending mixed messages to the students can lead to confusion and students then do not follow the rules of the game. Also, listening is an important part of communication.

Key points to highlight when debriefing this listening activity:

- make sure what they say matches what they do
- listen to other people’s ideas and feelings.
- ask for clarification if you do not understand
- make sure everyone understands.
- demonstrating how to play a game is just as important as giving instructions

Asset categories fostered:





Communication Styles

Background:

There are three main styles of communication. We have a tendency to move between the three styles of communication depending on the situation we are in.

Non-assertive or passive communication: the individual who chooses this form of communication is often quieter by nature and tends to avoid conflict. They may tend to go along with others and not want to rock the boat. The P.A.L.S. leaders who have a tendency to use passive communication should be encouraged to find a partner who is assertive so they can learn the skills by watching and practicing.

Assertive communication: the individual who chooses this form of communication has a tendency to be more self confident and outgoing. This person works hard to seek an outcome that both groups are happy with; a win-win situation.

Aggressive communication: the individual who chooses this form of communication may have a tendency to try to manipulate others to do what they want. They like to be in control. It is important to encourage P.A.L.S. leaders who have a tendency to exhibit this type of behaviour to be partnered with someone who is more assertive.

Instruction:

- Ask the leaders to refer to page 6 titled Communication Styles in their Leader Handbook.
- Review the communication style chart.
- Talk to the students about the three styles of communication.
- Reflect on the two role plays you facilitated in the “What I Do” activity. What style of communication did the first role play demonstrate? What style of communication did the second role play demonstrate?
- Ask the leaders to reflect on what type of communicator they are.

Asset categories fostered:



This is the end of the Communication component of the training.



Games Training and Fair Play!

Background:

Games training is a great opportunity to bring together all of the communication, leadership and conflict resolution messages the P.A.L.S. leaders have worked on in the P.A.L.S. training. As a P.A.L.S. supervisor it is important for you to role model how to explain and lead games so the leaders will feel equipped to go out on the playground and lead games with the primary students.

Supplies Needed:

- ✓ Ample space, this training is best done in the gym or outside, dependent on weather and space.
- ✓ Two or more P.A.L.S. supervisors to facilitate this component will help make the games run smoothly.
- ✓ Games book
- ✓ Ask your P.A.L.S. leaders to bring their Leader Handbooks
- ✓ A bouncy playground ball for ball games
- ✓ Skipping ropes (2 long and 3-4 short length)
- ✓ A bean bag (optional depending on the games you choose)

Instructions:

- Review the games in the P.A.L.S. games book and pay special attention to Safety on the Playground.
- Select 5-6 to use for your training day. Choose a few ball, tag/team, skipping and jumpies games and know how to play them. For the training it is best to choose active games to get the leaders up and moving.
- If you are training a large group of leaders (e.g. 20 or more) you may want to divide the group into two or three groups, creating two-three stations. One supervisor can lead a group with **Tag** and/or **Team games** in one corner. The other supervisor can lead the second group in **Ball** and/or **Skipping** games in another corner. If your group is smaller (10 or less) keep them all together and split your time so that you can play a variety of games.

Games Training and Fair Play! (continued)

- Be intentional as you teach each game. Explain to the P.A.L.S. leaders that you are going to state all the rules of the games played, even if they know them already. This will help them to find their own language when they are ready to lead games on the playground. If a P.A.L.S. leader knows how to play one of the games you have planned, invite them to explain the game to the group. It's great practice and a wonderful way to build assets!
- Set the Leader Handbooks aside in a safe place, but easy to access. Play the games you have chosen being sure to **role model** communication and leadership skills they have learned through the training.
- After 10-15 minutes (time dependent on the time you have allotted), blow a whistle and have the students rotate stations.
- If time permits, consider having the group return to the large group to teach the **Jumpsies/Yogi** and **Skipping**. Demonstrate jumpsies for the large group. Choose 1-2 skipping rhymes from the book and have them sing along. Once you have shared the rhymes provide them with the jumpsie and skipping ropes and ask them to take turns practicing the different rhymes.
- Have Fun! This is the part of the P.A.L.S. program the students enjoy the most.

Fair Play

- Ask the leaders to go and get their Leader Handbook from the safe spot you designated at the beginning of training. As a large group, have the leaders sit on the gymnasium floor and ask the leaders to turn to page 14 titled "Fair Play!" in their Leader Handbook.
- Briefly review the tips on page 14 of their Leader Handbook(depending on time). Many of these may have been discussed during the leadership, communication and conflict resolution segments.
- Ask the leaders if they have ideas about how to:
 - Choose someone who is "it" for a game (e.g. Put your potatoes in "one potato, two potatoes... or Mickey Mouse built a house...")
 - Create partners and teams for a game

Games Training and Fair Play! (continued)

- Invite them to share their ideas with the group. Review finding partners and forming teams on page 13 of the Leader Handbook.
- When your game training is complete consider booking a P.A.L.S. leader meeting to review the games and ask the leaders for their games suggestions. Consider introducing the P.A.L.S. games to the primary students during their gym class using the stations outlined for this training. Alternatively, you can arrange a play day to orient the primary students to the various games using games stations. Have the P.A.L.S. leaders always work in pairs or teams.



Bullying Hurts... Inside and Out

Background: Bullying is a Relationship Problem:

When children use bullying behaviour, they learn to use power and aggression to control and hurt others. The children who are being hurt become increasingly powerless and find themselves trapped in relationships in which they are being abused. The children who watch bullying happen learn how power is gained by intimidation, and how control is gained through fear.

Adults must intervene and teach children how to connect with people respectfully, in positive, healthy ways. Without healthy relationships, children cannot develop in healthy ways.

When facilitating this component of the training use any bullying prevention language, messaging and strategies your school has adopted through your Safe School Teams. This will help to reinforce a common language about bullying prevention in your school.

Supplies needed:

- ✓ P.A.L.S. Student Leader Training Facilitator Guide (for you)
- ✓ P.A.L.S. Leader Handbook – one for each student leader
- ✓ Pencils for each student
- ✓ Bullying Prevention Tip Sheet (found in the Resource section of the P.A.L.S. binder)

Instructions:

- Ask the leaders to turn to page 7 titled "Bullying Hurts....Inside and Out" in the Leader Handbook.
- Ask a leaders to read out the definition of bullying, or use a definition your school has adopted.
- Ask the students for examples of bullying behaviours, and then review the examples on page 7 in the Leader handbook.

Bullying Hurts... Inside and Out (Continued)

Instructions

- Ask the students what they can do about bullying in their school, then review “What you can do about bullying” in the Leader Handbook.
- Use any bullying prevention language that your school has already adopted

Important points to cover with P.A.L.S. leaders:

- Explain to the leaders that one of their jobs as a P.A.L.S. leader is to scan the playground for any primary students playing by themselves. When you see someone playing alone encourage them to join the game. They may feel shy, be quiet or may not have many friends etc.
- The P.A.L.S. participant may not be confident in their skill and may need assistance and encouragement. Offer praise for trying something new.
- Watch for students who don't want to participate in the game, but they want to just hang out near you. This could be because they have been bullied in the past and know they are safe near you as the leader. Try to encourage the student to join in.
- Review the “Bullying Prevention Tip Sheet for Students” in the Resource section of the P.A.L.S. Toolkit.

Asset categories fostered:





Conflict Resolution

Background:

Conflict happens when two or more people think differently about a situation or idea. It is often the result of poor communication or a misunderstanding. Conflict is a part of everyday life and we all need to learn effective ways of dealing with it. It is important for the P.A.L.S. leaders to learn how to solve small problems while on the playground without needing support from the teachers or adults on duty all of the time.

Supplies needed:

- ✓ P.A.L.S. Student Leader Training Facilitator Guide (for you)
- ✓ P.A.L.S. Leader Handbook – one for each student leader
- ✓ Pencils for each student

Instructions:

- Ask the students to refer to page 8 titled “Conflict Resolution” in their Leader Handbook.
- Introduce this activity by sharing some of the above background information about conflict.
- Review the Conflict Resolution points on page 8 in their Leader Handbook.
- Talk to the students about the need to look for ways to solve conflict so both sides feel their needs are being met.
- There are two types of problems; “small” ones that are relatively easy to solve and “big” ones that may require adult assistance
- Ask students for examples of small and big problems. E.g. small problems may include: arguing, not listening and big problems may include: physical fights, name calling

Cooling Down a Conflict

Instructions:

- Have the students turn to pages 9 & 10 titled “Cooling Down A Conflict” in their Leader Handbook
- Ask for volunteers to read out the different ways to cool down a conflict
- Discuss the examples given



Let's Practice!

Background:

Dealing with conflicts in a positive way can take some practice. There is usually more than one way to handle any situation. It is important for the P.A.L.S. leaders to have an opportunity to practice using the “Cooling Down a Conflict” strategies they have just learned. There are 7 Conflict Resolution scenarios listed on pages 22 & 23 of this Facilitator Guide. The scenarios are possible examples of conflicts the P.A.L.S. leaders may have to deal with while leading playground games.

Instructions:

- Ask the student leaders to turn to page 11 titled “Let’s Practice” in their Leader Handbook.
- Divide the leaders into small groups.
- Assign each group a conflict situation from the list of seven possible scenarios.
- Encourage the leaders to work through their assigned scenario together using the Problem Solving Worksheet on page 12 in their Leader Handbook.
- Encourage the leaders to identify what is happening in their assigned situation. Using the Cooling Down a Conflict strategies have them identify two strategies they could use to resolve the situation. They may also come up with a strategy of their own they feel would be appropriate and effective.
- Give each group about 10 min to work through their scenario. Be available to help them problem solve.

Let's Practice! (continued)

Sharing Back:

Option 1: When each group has had a chance to decide on their approaches, the small groups can each designate someone to read the scenario out loud to the large group. Another person can share the problem solving approaches identified by their group.

OR

Option 2: Provide the group with a few minutes to create a role play. Ask each small group to select two students to be the P.A.L.S. leaders and the remaining students can pretend to be P.A.L.S. participants. The role play can demonstrate the two problem solving approaches chosen by their group. The P.A.L.S. leaders watching the role play can try to guess what strategies were used.



Situation and Problem Solving Responses

Situation 1: A group of students are playing a skipping game and a few students are pushing other students while they are waiting for their turn.

Ask them to stop: please stop pushing, because someone is going to get hurt.

Make a deal: explain that everyone will get a turn.

Ask them to apologize: demonstrate what a good apology should look like.

Situation 2: You are telling a group of students the rules for a new tag game. While you are trying to explain the rules, a few students want to share a different way to play the same game.

Make a deal: we are going to play the game this way now because we don't have a lot of time. We will play your way during the lunch recess when you will have more time to explain it.

Talk it out: I am interested in hearing more about your tag game. Could you please wait until I have finished explaining the rules for this tag game, so I can get the game started?

Situation 3: You are playing a ball game and one of the students has been seen cheating a number of times. You can see the others are becoming frustrated with this person.

Talk it out: review the rules of the game for the whole group and remind them that everyone has to play by the rules. This way you are not singling out the person. If the cheating doesn't stop, take them aside and speak to them.

Ask them to stop: talk to them about not playing by the rules and how it can affect the game. Let them know if they can not follow the rules they will have to find another game to play.

Situation and Problem Solving Responses (continued)

Situation 4: You are playing a game of Hopscotch and the students are laughing and making fun of a student who is having difficulty not stepping on the lines.

Ask them to stop: let them know that is not ok to make fun of other students. Talk about how it can take time to become good at something like hopscotch or skipping. Encourage the students who are good at Hopscotch to offer to help the other student learn how to do it well.

Apologize: talk about how it is not ok to make fun of people and ask them to apologize to the person. If the problem continues, encourage them to speak to an adult because teasing is not ok.

Situation 5: A group of students refuse to let another student join their game of tag because they have already started.

Make a deal: let the students know that they can join the tag game after the next person gets caught. Remind the students about the Motto: 'There is always room for one more.'

Situation 6: A group of students are playing a ball game. An older student grabs the ball and refuses to give it back.

Ask them to stop: remind the student that they were playing a ball game. Encourage the student to join the group playing the ball game. (Students often disrupt games because they want to play)

Apologize: if the behaviour continues you may have to ask them to apologize.

Situation and Problem Solving Responses (continued)

Situation 7: A group of students are playing four square. One of the players misses the ball but refuses to leave the game to allow other student to have a turn.

Talk it out: review the rules for four square. Ask the students if they are prepared to play by the rules. If they agree, allow them to continue to play.

Wait and cool off: if the student continues to disregard the rules for four square ask them to leave the game and take a few minutes to reflect on how it might feel for the other people playing the game.

Asset categories fostered:





Playground Leader Commitment

At the end of the last training session leave time to discuss the Playground Leader Commitment found on the back page of the Leader Handbook. Invite the leaders to sign the page before their next meeting with their supervisors.

Congratulate the leaders on a job well done completing the P.A.L.S. training.

Let the P.A.L.S. leaders know that you will schedule the first P.A.L.S. meeting soon to discuss scheduling, games and launching the program in your school.

Hand out completion of training certificates. You may choose to hand print the certificates or have someone print them electronically.

Supplies needed:
<ul style="list-style-type: none">✓ P.A.L.S. Leader Handbook – one for each student leader✓ One training certificate for each P.A.L.S. leader (found in the PALS Tool Kit in the Resources for Leaders section)



Regular P.A.L.S. Leader Meetings

When working with young people there are three factors which keep youth engaged/involved. They are:

- Individual Factors (e.g. enjoyment, personal interest, sense of responsibility)
- Organizational Factors (e.g. youth friendly environment, positive role models)
- Community and Societal Factors (e.g. make significant changes in the community)

(See the "Additional Resources Section for more information on Youth Engagement in the P.A.L.S. Tool Kit)

Holding regular meetings for P.A.L.S. leaders is an important 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, mentor and build assets in the P.A.L.S. leaders on a consistent basis.

Ideas for P.A.L.S. meetings can be:

- Problem solving concerns leaders express as a leader
- Spend time learning new games
- Plan fund raising activities to purchase new equipment
- Develop a marketing strategy for the program

(See page 16 in the P.A.L.S Supervisor Handbook for more ideas)

THERE'S ALWAYS ROOM FOR ONE MORE!

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