



A Peel Health Program

Playground Activity Leaders in Schools

Motto: There is always room for one more.

Leader Handbook

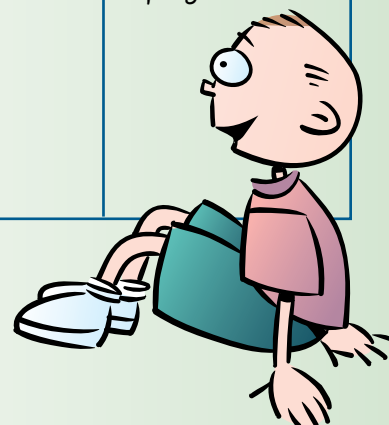


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Discovery Bingo



I keep a diary.	I have a sense of humour.	I'm not afraid to say "No", when a friend asks me to do something I don't agree with.	I can tell when someone is angry or sad.	People find me easy to talk to.
I am able to say sorry when I have done something wrong.	I like to play computer or video games.	I'm a good listener.	I like to play sports.	I have a pet.
I am a curious person.	I like to dance.	FREE SPACE	I like to snowboard or would like to learn.	I like to spend quiet time alone.
I like to read.	I feel comfortable talking to adults.	Gym is one of my favourite subjects.	I like to talk on the phone.	I like to listen to music.
I have a brother or a sister.	I can speak another language.	I like to draw.	I play a musical instrument.	I like to play outside.



Congratulations!

NAME: _____

You have been selected to become a P.A.L.S. leader in your school.

The three main reasons your school is running this program are:

- To encourage students to be physically active by playing games at recess.
- To prevent bullying from happening at your school.
- To give you the opportunity to become a leader on the playground.

Some of the benefits of being a P.A.L.S. leader are:

- Learn new games and have fun.
- Make new friends.
- Feel good about helping younger students play games.
- Younger students look up to you and follow your example.
- Become a more confident leader.
- Teach students how to play fairly.
- Learn to solve problems on the playground.
- Learn how to respond to bullying situations.
- Share your P.A.L.S. experience with your family and friends.
- Your teachers and family will appreciate your help in making your school a fun and safe place to learn.
- Model the motto: "There is always room for one more".



Information to Remember

My Team name is: _____

I am scheduled to be a P.A.L.S. Leader on: _____ day(s)

at: _____ time

If I need help I can go to my Supervisor: _____

If I am away from school on a day when I am supposed to be a P.A.L.S. leader,

I can call: _____

Leadership Qualities

- ☒ put a check mark beside three qualities you already have
☒ put an "x" beside two qualities you would like to work on

- | | |
|--|--|
| <input type="checkbox"/> Responsible | <input type="checkbox"/> Patient |
| <input type="checkbox"/> Confident | <input type="checkbox"/> Funny |
| <input type="checkbox"/> Open to other's ideas | <input type="checkbox"/> Quick to make a decision |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Good listener |
| <input type="checkbox"/> Independent | <input type="checkbox"/> Caring |
| <input type="checkbox"/> Smart | <input type="checkbox"/> Takes charge & gives orders |
| <input type="checkbox"/> Sociable | <input type="checkbox"/> Able to lead and follow |
| <input type="checkbox"/> Organized | <input type="checkbox"/> Good natured |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Motivates others |
| <input type="checkbox"/> Guides people | <input type="checkbox"/> Works together |
| <input type="checkbox"/> Problem solver | <input type="checkbox"/> Helpful |

My group felt these were the most important qualities for a P.A.L.S. leader to have:

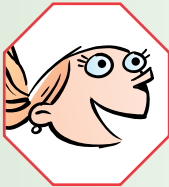
1. _____
2. _____
3. _____
4. _____
5. _____

Adapted from: Deb Cockerton Youth Counsellor, Kawartha Pine Ridge DSB

Being A Leader

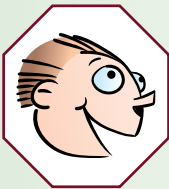
These students are leaders of a group. Which students do you think make the best leaders?

Kim Li



OK everyone, we're supposed to work together to put away the playground equipment. Andy, you put the equipment away and let me know when you're done.

Pardeep



I think we should listen to everyone's ideas and talk about them. Then we can decide what to play.

Barbara



I'm the leader, so you **HAVE** to do what I say or I won't let you play.

Jamal



Pete – you're the best runner. Do you want to be "IT"? Does anyone know a tag game we can play?

Jocelyn



Today we are going to learn a new game. First, we'll read the instructions so we know how to play. Then we'll pick teams. Then we can practice. Does that sound good to everyone?

Michael



I'm not sure what to do. Just do whatever you want.

Adapted from: Deb Cockerton Youth Counsellor, Kawartha Pine Ridge

Communication

Communication has three important parts:

1) What I say:

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



2) What I do:




- 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

3) How well I listen:

- 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

Reference: Middlesex-London Health Unit. P.L.A.Y. Peer Leadership for Active Youth

Communication Styles

Approach	Emotions	Body Language	Verbal Language	Message sent
Non-Assertive 	Lacks self confidence Nervous Afraid to ask questions Uncomfortable saying what they feel	Shifting of weight Downcast eyes Speaks in a soft voice Poor eye contact	Uncertain "maybe" "I guess" "is everyone else doing it?" Unclear messages, very wishy-washy	Believes others have the right answers "if I do what everyone else does, it will make me popular" "my thoughts aren't important" "my feelings don't matter"
Assertive 	Aware of feelings Honest Sincere Confident	Good eye contact Strong, steady voice Respectful tone of voice Courteous	Direct and to the point "I" statements "I think...I feel" "let's see how we can resolve this"	Sensitive to the needs of others "this is what I think" "I would like to hear what you think and maybe both our needs can be met" "I am important and you are important too"
Aggressive 	Tone is loud and explosive Cannot control temper	Loud voice Intimidating Invades personal space	Demands what they want Puts others down "you'd better!" "If you don't, watch out!" Interrupts others	Insensitive to others "this is what I want, what you want isn't important" "this is what I feel; your feelings don't count" "I am important, you are not important"

Bullying Hurts...Inside and Out

Bullying is: being mean to others, on purpose, to hurt them or their feelings.

Bullying behaviour includes: hitting, name-calling, gossiping and spreading rumours, stealing or damaging people's things, threatening harm, leaving people out (from groups, friendships), unwanted physical touching, sending mean emails

What you can do about bullying:

- Students who are bullied often play alone. Encourage them to get involved in the P.A.L.S. program or play with them one-on-one.
- People who bully are looking for a reaction (crying, yelling back). Encourage students not to show that they are upset. Have them stay calm and show confident body language.
- Have a reply prepared. "In the P.A.L.S. program, we treat people with respect. You need to stop."
- Ignore the people who are bullying and move your game to another area of the playground. If this is not possible, get help from an adult
- Praise students for trying something new. If they show they are confident, students will be bullied less often.
- Don't watch someone being bullied.
- Don't try to break up a fight. Get help from an adult.
- There is a difference between tattling and telling. Tattling is trying to get someone in trouble. Telling is trying to help someone.
- Don't participate in bullying.



Conflict Resolution

Conflict is a natural part of everyday life.



The way we deal with conflict can make it positive or negative.



Conflict is positive when it leads to action, helps develop more ideas, or simply makes life more exciting.



Conflict is usually caused by poor communication.



Cooling Down A Conflict

Wait and Cool Off

This gives everyone time to calm down and think clearly.

Example:

"We can't agree right now. I have to lead a game. Why don't you join a group and we can talk about this later."

Make a Deal

Find something you both agree on. Agreeing helps open communication.

Example:

"I like the game you suggested. Maybe we could play it your way first and then my way next."

Use Humour

A joke can show that the conflict is not worth fighting about. It's hard to be angry and laugh at the same time. Use humour carefully! Not everyone has the same sense of humour.

Apologize

Admit when you are wrong. Saying you're sorry is sometimes all it takes to end a conflict. Say it with meaning and be honest.

Example:

"I just wasn't thinking. I'm sorry."

Talk It Out

Speak slowly and calmly; do not blame others. Be careful not to stand too close to the other person.

Example:

"I think I can see what happened here...."



Cooling Down A Conflict

Walk Away

Try to talk about the situation. If you can't find a way to solve the conflict, encourage the student to walk away with you and find another activity to do.

Ask them to Stop

Example:

"Could you please stop? Your behaviour is making it difficult to play the game."

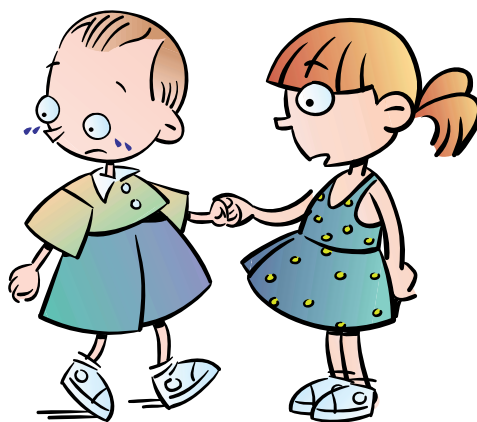
If you have tried 2 of these problem solving approaches and the situation has not changed, then it is time to ask an adult for help.

Ask an Adult for Help

Ask an adult for help to get the situation under control quickly. Often, a teacher or other adult can resolve a conflict and help everyone cool down.

Example:

"I'm going to get Mr. Lee to help us out."



Adapted from: The Canadian Intramural Recreation Association of Ontario (1998);
Playground Leadership Program: Leader's Handbook and Facilitator's Guide &
O'Neill, Barbara, Ph.D. & Glass, Diane (1994); Kelso's Choice: Conflict
Management for Children, Rhinestone Press

Let's Practice!

- Dealing with conflicts in a positive way can take some practice.
- There is usually more than one way to handle any situation.
- Try to find a solution that is fair and leaves everyone feeling good.
- If you can't figure out how to solve the problem ask for help from other P.A.L.S. leaders, an adult or even the students involved in the conflict.

What problem solving approaches could you use to deal with the following situations?

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.

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.

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.

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.

Situation 5

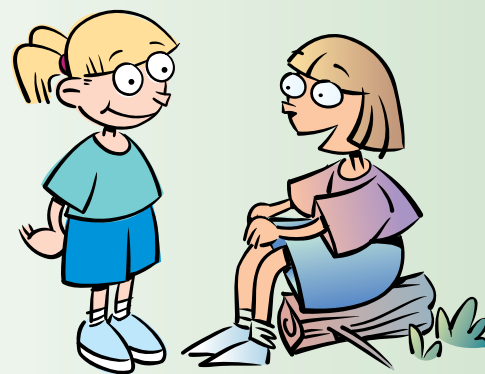
A group of students refuse to let another student join their game of tag because they have already started.

Situation 6

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

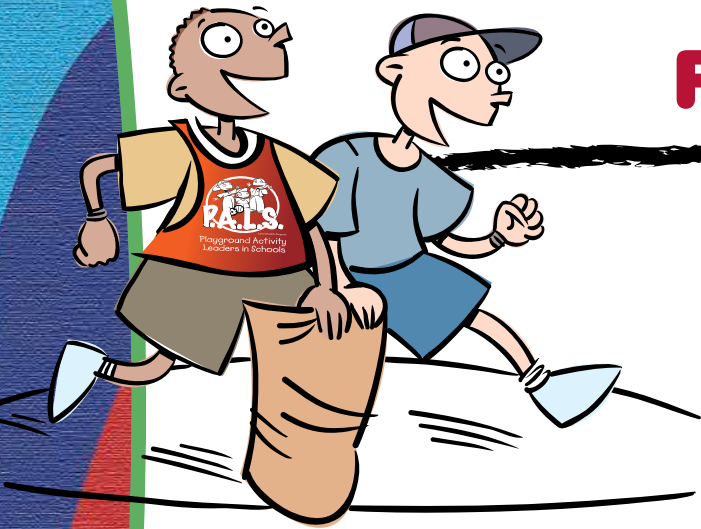
Situation 7

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



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?		



Fair Play!

Some games are played with partners or in teams. It is important to include everyone. Here are some fun and fair ways to find a partner or form a team.

Partners

- ★ Start hopping on your left or right foot. Find a partner hopping on the same foot as you.
- ★ Hold up from zero to ten fingers. Find a partner whose fingers, when added with yours, make an even (or odd) number.
- ★ Find a partner whose first name starts with the same letter as yours.
- ★ Find a partner with the same favourite colour.
- ★ Find a partner who was born in the same month as you.

Teams

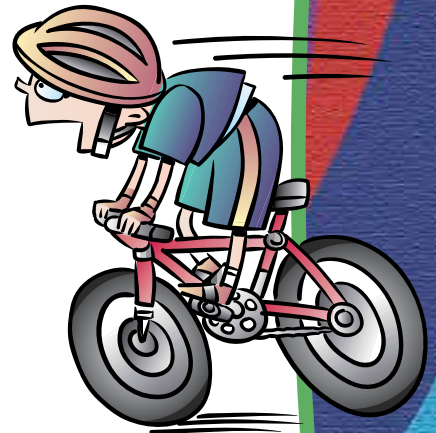
- ★ Group students by the first letter of their name. For example, group students whose name starts with A-F, G-L, M-R and S-Z.
- ★ Decide how many groups you need, then count off around the room – “one,” “two,” “three,” etc. Each number becomes a group.
- ★ Decide which animal you want to be. If you want to be an elephant, go over there. If you want to be a giraffe, go over there. You can make as many groups as you need.

Reference: From: The Canadian Intramural Recreation Association of Ontario (1998).
Playground Leadership Program: Leader's Handbook and Facilitator's Guide.

Fair Play!

Here are some tips that will help everyone have fun and play fair:

- ✓ Respect the rules of the game and the school.
- ✓ Respect all players.
- ✓ Follow your school's safety rules.
- ✓ Be a good sport.
- ✓ Tell students when they are doing a good job
 - “Nice work!” “You’ve got it!”
- ✓ Encourage students to join in and play the games.
Invite students who are shy or standing nearby to join in.
- ✓ Some students may want to play with only one person at first. Try playing one-on-one games with these students.



**Remember the motto, there is
always room for one more.**

Playground Leader Commitment

As a playground leader, I promise to:

- ★ Attend the training workshop.
- ★ Encourage students to join in and play the games.
- ★ Learn the names of students who participate.
- ★ Lead activities and explain the rules clearly to everyone.
- ★ Make sure I have all the equipment needed for the activity.
- ★ Continue to learn new games.
- ★ Attend meetings arranged for playground leaders.
- ★ Be responsible to show up when I am scheduled and find a replacement if I cannot be a leader on my day (except for illness).
- ★ Keep up with my class work and homework.
- ★ Role model fair play, good listening and fun.

If I am unable to keep these promises, I realize I may be asked to give up my position as a playground leader.

Playground Leader's Name (print) _____

Playground Leader's Signature _____

Supervisor's Signature _____

