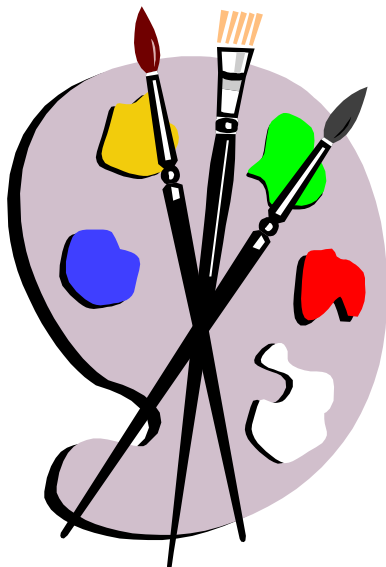




PLAYLEADERSHIP

Training Manual



Manitoba 

The Top 10 Reasons to Play

Play is good for you. It's good for your spirit, your body, and your mind. It's also good for your relationships, your work, and your social life. As children, we knew how to play. It was as natural as breathing. Then we got older, and were often told "Don't". Don't play with your food. Don't play in your good clothes. Don't play in the rain. You get the picture. Don't play. By the time we reach adulthood, play is on the list somewhere behind getting the car washed and the dry-cleaning dropped off. I wonder...if we all played first, and THEN went to work, what would our days be like? What would our lives be like? If you need 10 good reasons to play, here they are.

1. Play clears your mind.

As you go through the course of a day, your mind becomes cluttered with your Do list. The new project at work, the car making ominous noises, phone calls to make, bills to pay...the list goes on and on. It's easy to get stuck in the whirlwind of thoughts. Play can put your mind in a different place, so when you are ready to tackle that make a list; you may discover you have a clearer idea of how to proceed.

2. Play is good for your health.

Often times, play involves physical activity. You already know that keeping your body moving is good for you. Your blood flow increases to vital organs, including your brain. Your muscles get a nice workout, your circulation improves, and you tend to breathe more deeply. Play also makes you thirsty, which has the added benefit of encouraging you to increase your water intake.

3. Play allows you to connect with others.

Being part of a team has the obvious benefit of belonging. But even something as simple as playing with your child in the backyard encourages all kinds of good relationship stuff...trust building, communication, and enjoyment of each other, to name a few. The good stuff that comes from playing together will invariably spill over into other areas of your relationships.

4. Play allows you to lighten up.

Do you need to take the edge off your anger, before you confront the offender? Have you been bogged down by all the ugliness in the news? Maybe it's just been awhile since you've laughed yourself silly. Play can loosen tense muscles, and laughter is sure to loosen your attitude.

Play brings balance to your life

Balance is what you have when you are playing, working, dreaming, loving, relating, etc. in equal measure. Do you play as much as you work? Is play a routine part of your self-care regimen? Play is a big contributor to overall wellness and happiness.

5. Play allows you to discover something about yourself.

What kind of team player are you? How important is winning? Do you enjoy strategy-rich games or solving mysteries or puzzles? Do you love that surge of adrenaline when you go bungee jumping or kayaking, or are you content with quiet activities, perhaps in nature? What does your choice of play say about what is important to you?

6. Play is often takes you outdoors.

Are you stuck behind a desk all day? Do you spend your time chasing airplanes, or working in a big, all-business high rise? When is the last time you inhaled pure sunshine? Spending time outside gives you a chance to appreciate nature, be active in a big way, and get some fresh air.

7. Play encourages curiosity and discovery.

Every way you choose to play gives you an opportunity to discover something new. Play tends to tease your sense of wonder and awaken your curiosity. Practice things from a different point of view. If you want to pursue expert help with the wonder and curiosity thing, hang out with a toddler at the playground or the beach. Remember what it's like to not have all the answers and look at your world with fresh eyes.

8. Play exercises your creativity and problem solving skills

Games of all kinds are great for getting your brain in gear. Solve a mystery, take over the world, or outsmart your opponent... who can resist such a temptation? Also, playing with other will invariably include some challenges. Sharpen your skills, and have fun at the same time.

10. Play is enjoyable!

Life can be full of fun! Have you forgotten? Enjoy your friends, enjoy your family, and enjoy yourself. Go play!

This piece was originally submitted by Leslie Jackson, Possibilities Coach, who can be reached at CreatvCoach@aol.com.

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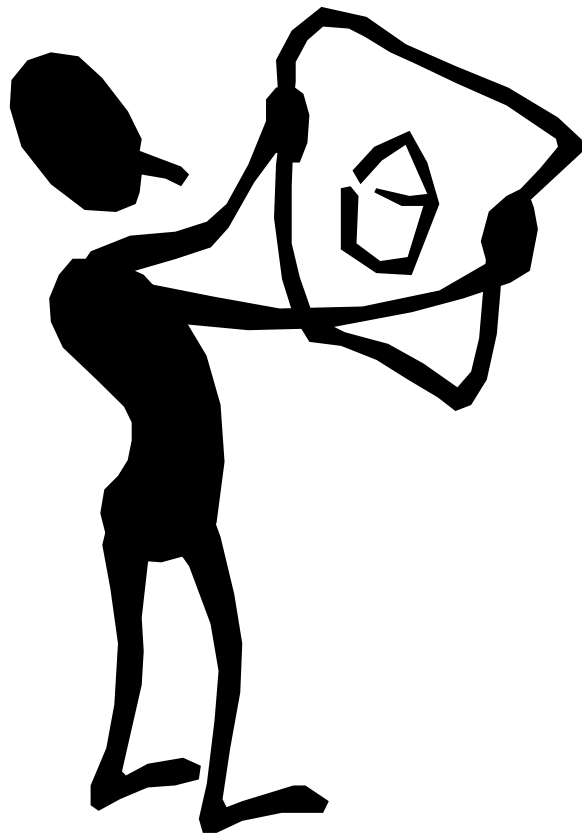
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Program Planning



Successful Programs don't just happen
They are made to happen!

Program Planning

Why do we plan?

Before planning your play program it is important to understand why we plan.

- ✧ to give yourself, as a leader, confidence and
- ✧ assurance to make the best use of your talents
- ✧ to make the most use of space and time
- ✧ to provide for all age groups
- ✧ to include a variety of activities
- ✧ to meet a variety of interests
- ✧ to achieve a balance of the different types of activities
- ✧ to prevent repetition
- ✧ to create enthusiasm and curiosity
- ✧ to know what special equipment you may need
- ✧ to make better use of all available equipment
- ✧ to help prevent accidents
- ✧ to set and achieve goals or objectives.

If you do not plan effectively, your program will be unbalanced, confused and purposeless-regardless of your skills, knowledge and personality.



Benefits/Outcomes (of Effective Playground Leadership)

Remember... Recreation:

- Is essential to the child's personal health
- Is a key to balanced human development - helps the child reach their potential.
- Is essential to the child's quality of life
- Helps reduce self-destructive and anti-social behaviour
- Help to build strong families and healthy communities
- Reduces health care, social service, and police/justice costs! *Pay now or pay more later!*

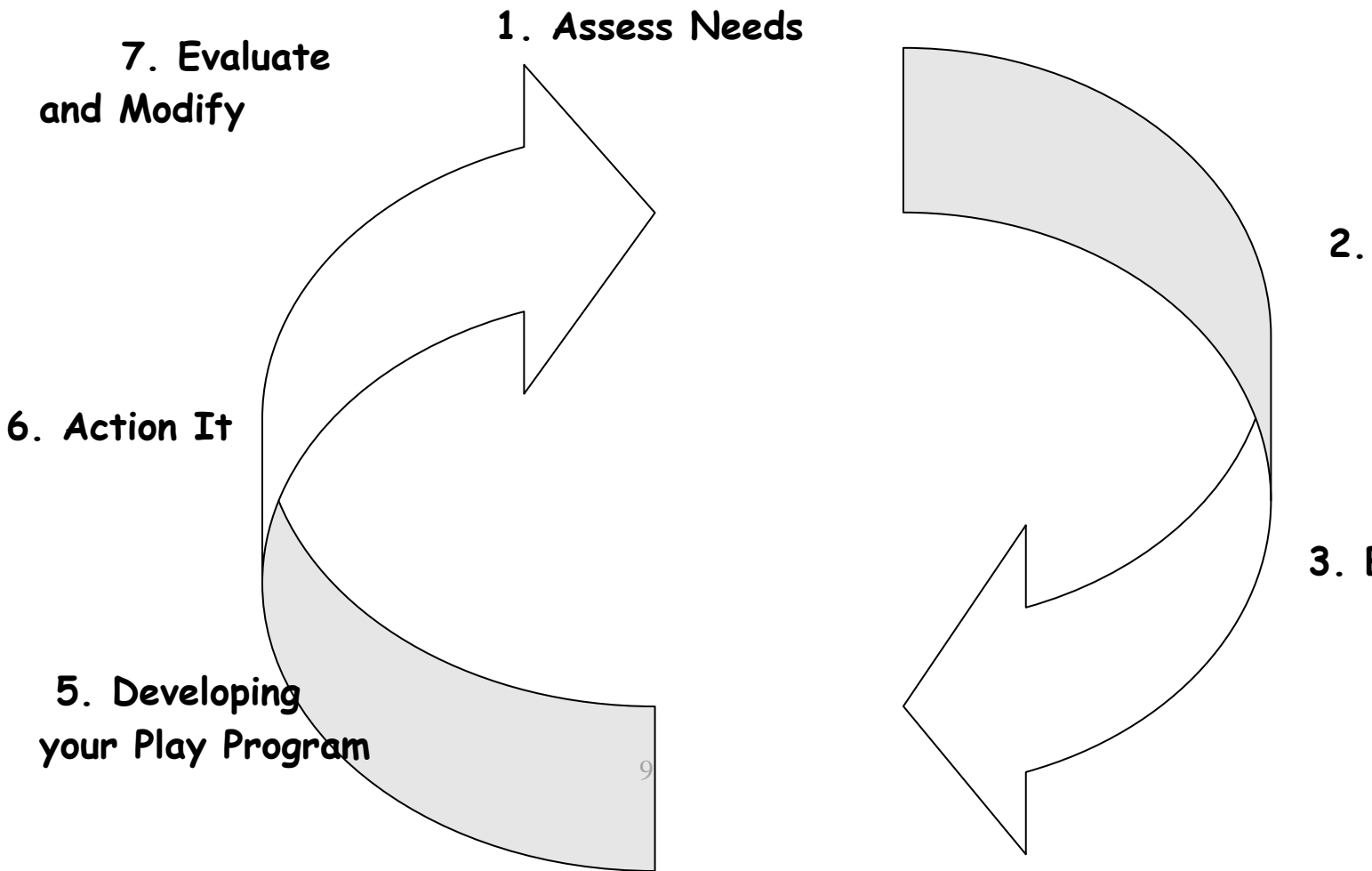
Recreation is essential to the development of children and youth:

- We learn motor skills (physical) through play and sports.
- We learn social skills through play, and team work.
- We learn creativity through play and arts/cultural activity.
- We develop intellectual capacities and concepts through play - and many other life skills.

Youth involved in sports demonstrate greater levels of perceived physical competence compared to those who are not involved.



Seven Steps of Play Program Planning



The 7 Steps to Play Program Planning

1. Assess Needs

- The first thing you need to do is find out:
 - everything about who your potential participants are
 - gather information on them
 - determine what they expect from your program

Children of different ages have different needs. These needs are based on each child's stage of growth and development. Remember that two children of the same age can be similar in some ways but different in other ways. Try to understand the unique characteristics of each child. This helps children to feel good about themselves. This will also help you plan activities that are developmentally appropriate for each child. Appropriate activities help children learn and are lots of fun. (For a look at the different developmental stages, you can refer to pages 22 - 24.)

Some information to find out:

- What age are the children?
- What interests do they have?
- What do the children like to do in their spare time?
- Look at last year's file to find what games/crafts/songs were popular.
- How many participated last year?
- Etc...

2. Set Goals

Possible Goals:

- ⇒ Have children express creativity
- ⇒ Provide activities in which all children are included, including children with a disability
- ⇒ Have children develop their specific individual skills

- A Goal is *what you want to achieve*
- By setting goals, you will define what you are trying to accomplish from the various activities you could undertake.
- The goals of your summer program must be realistic and be in line with the goals of your agency.

3. Brainstorm

- Once the program goals have been established, it is time to Brainstorm and come up with different:
 1. Program types:
 - Physical
 - Social
 - Cultural arts
 - Arts and crafts
 - Adventure
 - Etc...
 2. Program forms:
 - Co-operative
 - Competitive
 - Leagues
 - Special events
 - Free play
 - Individual or team
 - Etc...

4. Create a Blueprint

- The Blueprint is the objective or a guideline that indicates how to reach a goal.
 - It is specific
 - Must be measurable
 - Usually states a time frame
- By taking the role of the children, and imagining how they might respond to your instruction within particular situations, one can imagine and test the consequences of alternative messages prior to actual communication

Possible Blueprints:

- ⇒ Goal: Have children express creativity
Blueprint: Offer free time and a minimum of three creative craft ideas each week.
- ⇒ Goal: Provide activities in which all children are included, including children with a disability.
Blueprint: Make sure all children are capable of participating in the craft or game you are presenting.
- ⇒ Goal: Have children develop their specific individual skills.
Blueprint: Offer a large variety of activities that can be participated at different skill levels.

5. Develop your Play Program

- Development is the major transitional step between assessing needs and action.
- Write down all information so that you know what you have to do to provide the experience intended for the children.
- Use your planning sheet to record the ideas/activities you have selected as being most appropriate.
- When developing your Play Program, there are various factors that need to be considered:
 - ⇒ Physical features of the playground or facility
 - Area characteristics
 - Equipment
 - ⇒ The Participants
 - Number of children
 - Age of children
 - ⇒ Time Factor
 - Length of the Program
 - Length of the day
 - Season
 - ⇒ Local Factors
 - Local traditions
 - Prevailing weather conditions
 - ⇒ The requirements of the recreation authority
 - Rules and protocol
 - ⇒ General Factors
 - Your abilities
 - Your willingness to experiment
 - Your resourcefulness and flexibility

Develop your Play Program: *Getting Started...*

- ✧ Find out what facilities and equipment you have available to work with.
- ✧ Take an inventory of all equipment and its condition.
- ✧ Know what finances you have available.
- ✧ Know all the resource people who are available in the community. A good way to find this out is to look in a local newspaper.
- ✧ Read through last year's summer recreation playleader's report and evaluation.

Some special events are carried out on a municipality-wide basis. When several playgrounds come together to one location there must be a great deal of advance planning and cooperation

Develop your Play Program: *A Balanced Program*

In order for your program to be successful it is important to provide a variety of activities. This will allow your program to be more effective in satisfying your participant's different needs.

Creative Activities:

- music
- puppetry
- art
- drama
- singing
- crafts
- story telling



- Provide opportunities for children to decide what he/she wants to do and how to do it as well as the tools and materials to use.
- Creative activities allow the imagination to grow and the children feel like they have played an important part in creating the end result.
- Use creative activities when the weather is too hot and the shade of a tree is more enticing.
- Quiet games can be interspersed so that the interests of the children will not be lost.
- Change activities often for the very young children, older children enjoy longer activities.

Physical Activities:

- group games
- relays
- sports
- co-operative games vs. competitive games



- Physical activities are ideal in the morning and late afternoon when the weather isn't as hot.
- Provide an environment that stresses low competition and lots of fun.
- Try to avoid elimination games, modify those games to keep everyone active.
- Remember that games can be modified to fit your playground needs, be creative in changing the games you already know.

Free Play:

- Children have vivid imaginations and should not be confined with routine programs.
- There should be periods when they can do whatever they choose. This will provide the opportunity to cultivate their own self-expression and develop their own ingenuity through such things as sandbox play, space trips and climbing equipment.
- Free play usually begins and ends each morning and afternoon period.
- Free play is ideal when the children are gathering or leaving and you are looking after your administrative duties.

Develop your Play Program: *Planning the Summer*

1. You should start with an overall view of your program, a bird's eye view.
 - This can be done by putting themes on a calendar, and highlighting days with special events.
2. Then, you should start planning a weekly unit.
 - Start with your theme for the week and start to plan.
3. The last thing you should plan is the specific Daily pattern.
 - What activities are happening throughout the day?

The Seasonal Plan

The Seasonal Plan is a bird's-eye view of what will be accomplished over the whole period. The seasonal plan will indicate the sequence of themes you will use, trips away,

special contests, special tournaments and days and events to organize. It will provide you with your day-by-day and week-by-week deadlines for making preparations.

The Weekly Unit

The weekly unit indicates the days on which certain activities are scheduled. The usual program unit is the week, and often activities are based on a theme. Within this unit, you will blend together your crafts, games and sports to feature the chosen theme. It is a good idea to schedule your special events for the same day each week so that people will tend to reserve that time for them.

The Daily Plan

The daily plan provides an outline for the different activities planned for that day. Although there will always be exceptions (age group, weather, special events, temperature), each day will follow a routine.

Morning:

- 1) Check the playground area for safety, arrange the bulletin board and organize details for your volunteers.
- 2) Schedule informal activities or Free Play to allow the children to collect on the playground.
- 3) Check attendance at the period of the highest interest - some time about mid-morning.
- 4) Organize the more active team games and sports in the morning while the day is cool.

Lunch Hour:

- 1) From 11:30 AM through the lunch hour, schedule informal activities or free play so that the children will not disrupt your activities by going home for lunch at various times.

Afternoon:

- 1) After Lunch, schedule quiet informal activities first. This allows children to reassemble on the playground and minimizes stomach upsets due to strenuous activities right after meals.
- 2) Schedule your quiet and creative activities in the afternoon - arts and crafts, story

telling, music, puppetry, or drama - during the hottest part of the day.

- 3) After 4:00 PM, set up the tempo of your activities, but keep them informal, as the children will be leaving for home.

Daily Plan

Date: _____ Day of the Week: _____ Theme: _____

Time	Activity	Supplies, Equipment, Area Required	Notes
8:00 am			
8:30 am			
9:00 am			
9:30 am			
10:00 am			
10:30 am			
11:00 am			
11:30 am			

<i>12:00 noon</i>			
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Time	Activity	Supplies, Equipment, Area required	Notes
12:30 pm			
1:00 pm			
1:30 pm			
2:00 pm			
2:30 pm			
3:00 pm			
3:30 pm			
4:00 pm			
4:30 pm			

5:00 pm			
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Develop your Play Program: *Special Events*

Special Events are an essential part of the playground program. They are planned from time to time to supplement the regular routine activities. They need not be elaborate or expensive. Sometimes they can be any novel, new activity or game in which the children participate. Short-term special events simply come as a surprise and act as a break from the scheduled program. The more elaborate ones are usually held once a week to attract parents, or to add zip to the whole program. When they are carefully child-centered, they will create enthusiasm, add variety, increase participation, change the pace or provide a climax at times when interest is apt to wane.

- **There are three types of special events:**
 - ❖ A **short-term event** takes place within a $\frac{1}{2}$ day or less. It takes the form of a tournament, a treasure hunt, a pet-show, or something similar.
 - ❖ A **daylong event** can be used to bring the week's activities to an interesting climax. Track meets, craft shows, trips to points of interest or hikes usually fill up a whole day. When the program is planned to take place on the playground, the parents and other adults may be invited and perhaps involved in the activities. This kind of special event is frequently arranged for the last day of the season.
 - ❖ **Weeklong special events** provide sustained interest and give continuity to the program. Such themes as First Nation's week, Wild West Week, Mini-Olympics Week and Safety Week are suggested.

Check points for planning an elaborate special event:

- ❖ Plan far enough ahead to accommodate all concerned
- ❖ Secure authorization from your recreation authority and clear with everyone - including the parents.
- ❖ Publicize the event widely, using all possible media.
- ❖ Assign duties to your volunteers and junior leaders well in advance.
- ❖ Take the necessary precautions to assure group control if moving off your playground, using the buddy system and crossing guards.
- ❖ Arrange for financing all prizes, refreshments or supplies required.
- ❖ Transportation should be arranged and scheduled well in advance.
- ❖ When it is over, evaluate the event to assist in future planning.

6. ACTION IT!

- Plan is put into action!
- This step will occupy most of your time.
- If an activity does not work, poor implementation may not be the primary cause: go back through the other steps and see what else can be changed.

7. Evaluate and Modify

- An evaluation is basically an assessment on the value of your program.
- It is not simply a collection of data, but is looking at something's value.

Why you should evaluate:

- ⇒ To figure out what works, what does not and why
- ⇒ To discover new needs
- ⇒ To help improve programs
- ⇒ To justify why you are doing one thing over another
- ⇒ To boost staff morale

- How can you evaluate your program?

Formal

- Written questionnaire
- Interviews

Informal

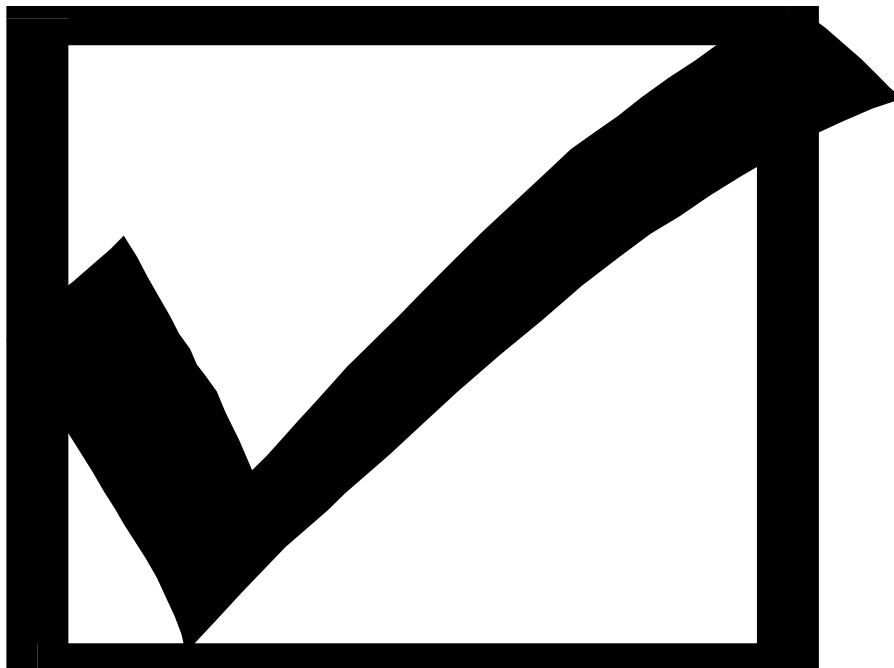
- Observation
- Conversations

- It is sometimes good to evaluate half way through your program so that you can make any necessary changes to make your program more successful.
- After your evaluation you have three options:
 - 1) Continue without modifications
 - 2) Modify - continue with modifications
 - 3) Redo the Play Program Plan

Evaluating and Modifying is more important for the co-ordinator of the summer program however the leader can informally evaluate or modify the program.

Possible Evaluation Questions

- Is your program geared to the age of the group for whom you are planning the program?
- Have you established an aim for your program? (e.g. exercise, skill improvement)
- Have you considered the numbers you are working with in connection to your program?
- Do you have everyone participating in the program?
- Have you ensured that you are not making unreasonable demands on the children?
- Have you thought of the availability of equipment you may need?
- Have you considered the space needed to run your program and whether it is available to you?
- Do you have an alternate plan for rainy weather?
- Is your program organized enough to ensure a successful and smoothly run program?



Planning Hints

When Planning...

- ✧ Make sure to set up a day-to-day schedule and have it prepared ahead of time (usually at least a week in advance).
- ✧ It is important that you have your program set up so that you can explain to the parents what you are doing day to day (you may require parent assistance).
- ✧ Take into consideration the needs of different age groups.
- ✧ Always be prepared for anything to happen as you cannot over plan.
- ✧ Plan an extra day specific for rainy weather.
- ✧ Consider alternatives for games should the weather be too hot.
- ✧ Plan special events throughout the summer. This provides a change from the daily routine.
- ✧ If you are planning a craft, make the craft ahead of time using the same supplies that is available for the kids. However, show it as an example but encourage the kids to be creative!
- ✧ Always keep the children's interests/needs in mind. Have options or modifications in mind for kids that don't want to do what you have planned.
- ✧ Be flexible, modifications may be necessary to games etc. depending on children's abilities, moods, energy etc.

At the site...

- ✧ If you are going to have rules on the playground or for other activities, have them right from the start.
- ✧ Establish consequences for rule breaking and keep them consistent among and with all children
- ✧ Keep rules simple, consistent and have children give input in creating them...they'll remember them better.
- ✧ Keep your equipment in good shape and the facilities clean.
- ✧ Have a first aid kit available and report all accidents.
- ✧ If a daily report is required do it while it is still fresh in your mind.
- ✧ Make sure to have some method of evaluation for your program
 - Do the children have a positive attitude towards the program, are they participating?

Early Childhood-Five to Eight Years of Age

What they are like	What they need	What they like to do
Their large muscles (trunk, legs and arms) are more developed than the smaller muscles (hands and feet)	To experience many kinds of vigorous activities that involves many parts of the body.	Activities such as hanging, running, jumping, climbing, dodging, or throwing at an object.
They have a short attention span	To engage in many activities of short duration	Choice of activity where a child can change frequently and activities that can be shared quickly.
They are individualistic and possessive	To play alone and with small groups. To play as an individual in large groups	Individual activities such as throwing, catching, bouncing, kicking, climbing. Activities which may use a small group of children, such as stride ball, tag, singing games.
They are dramatic, imaginative and imitative.	To create and explore. To identify themselves with people and things.	Inventive activities such as cowboys, circus, farmers, store keepers, etc. Work activities such as pounding, sawing, raking and hauling.
They are active, energetic and responsive to rhythmic sounds	To respond to rhythmic sounds such as drums, rattles, nursery rhythms, songs and music.	Running, skipping, walking, jumping, galloping, dodging, swimming, singing and folk games.
They are curious and want to find out things.	To explore and handle materials in many types of play	Use materials such as ropes, ladders, trees, blocks, sand, etc.
They want chances to act on their own and are annoyed at conformity	To make choices, to help make rules, to share and evaluate group experiences.	Variety of activities with few rules. Creative expression through crafts, playacting, singing.
They are continuing to broaden social contacts or relationships	To co-operate in play, to organize many of their own group activities	Simple forms of dodge ball, kick ball, dance and rhythmic activities.
They seem to be in perpetual motion	To play many types of vigorous activities	Running, jumping, skipping, galloping, rolling.



Middle Childhood-Nine to Eleven Years of Age

What they are like	What they need	What they like to do
They grow steadily in muscles, bone, heart and lungs.	To engage in strenuous activity that regularly taxes these organs to the limits of healthy fatigue.	Running, jumping, climbing and hard play.
They enjoy rough and tumble activities.	To participate in activities which use the elements of roughness	Bumping, pushing, contact activities.
Sex differences begin to appear with girls taller and more mature than boys.	To enjoy their roles as boys and girls, to have wholesome boy- girl relationship in activities and to participate separately for some activities.	Group games and activities such as volleyball, soft ball, red rover and folk dances may be enjoyed separately or together.
They respond differently in varying situations.	To participate in a wide range of activities using many kinds of materials and equipment.	Individual, dual or small and large group activities.
They may show increasing independence and desire to help	To plan, lead and check progress.	Assist with officiating, serve as squad leaders, act as scorers, help with equipment, help with younger children.
They have a strong sense of rivalry and crave recognition.	To succeed in activities that stress co-operative play along with activities that give individual satisfaction	Self-testing activities such as track events, stunts, chinning, sit-ups, push-ups, as well as group and team play. Artistic expression with dramatics, crafts, music, singing.
They want to be liked by their peers, to belong. They have a strong loyalty to teams, groups or gangs.	To belong to groups, to be on many kinds of teams. To engage in a wide range of activities.	Group games such as volleyball, line soccer. Partner-play such as tennis, horseshoes.
They want approval but not at the expense of their group relationships	To gain respect and approval of others.	Participate in activities in which they achieve in the eyes of their group.



Later Childhood/Early Adolescence-Twelve to Thirteen Years of Age

What they are like	What they need	What they like to do
This is a period of rapid physical growth which is frequently uneven in various parts of the body. Awkwardness and inability to co-ordinate sometimes occur.	To develop skill and co-ordination and to take part in activities that does not call attention to their awkwardness or put them in embarrassing situations.	Skills training in body control in various activities such as batting, throwing, catching, kicking, individual activities like rope jumping, target throwing, skating, hiking and swimming.
Muscles, heart, lungs and bones share liberally in the growth spurt.	Vigorous activity to stimulate each of these organs	Vigorous activities with respect for individual reaction.
Boys and girls are showing differences in interest and abilities.	Participation in activities in separate groups and together	Opportunities created for activities in separate groups
Interest in member of ones own sex broadens to include an interest in members of the opposite sex.	To have co-educational activities in small and larger groups	Social and creative dance, tennis, swimming, volleyball, table tennis, and badminton.
Great loyalty to groups as clubs, gangs and teams and there is a keen desire for group acceptance	To belong to various teams and to plan and develop their own groups.	Participation in a variety of team games.
Strong desire for individual recognition and the urge to be free of adult restrictions	To take part in activities of their own choosing, to be leaders and captains of groups, to create and modify games, and to evaluate progress.	To plan their own group activities and choose their own leaders. To experience creative expression through painting, drawing, music, poetry, crafts.
Emotions are easily aroused and swayed.	To be frequently in situations requiring practice of fair play, when winning or losing.	Wide variety of activities requiring individual decisions and scoring.
The interest span lengthens. They may want to continue in activities beyond fatigue to exhaustion.	To participant in activities that can be modified to overcome fatiguing factors. To learn when to stop.	Modifications of standard games changing fatiguing factors such as shortening playing periods in vigorous sports, frequent time-outs.
There is a keen interest in competitive activities.	To compete in a variety of activities that involve a wide range of skills and organization	Self-testing types with competition such as tumbling, track events, throwing for baskets, pitching at a target, games not highly organized
The enjoyment of organized team sports is keen.	To give every girl and boy an opportunity to be a participating member on the types of teams that challenges her/his interest and ability.	Wide variety of team sports such as volleyball and softball. Many teams in each sport organized on such bases as skill and ability, age-height-weight, mixed groups, etc.

✧ **NOTE:** It is extremely important to take into consideration the development of a child when planning a program.

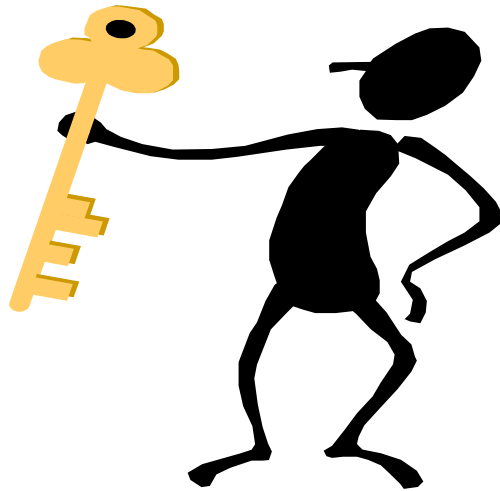
Suggestions and Hints for Leadership

- 1) Make sure everyone is comfortable. Watch out for sun in the eyes, heat, thirst, fatigue, toilet needs etc. Discomfort leads to discontent.
- 2) Never humiliate anyone in front of others. No one likes to lose face.
- 3) When tensions and tempers rise, change to a quiet activity. Do not try to force the issue.
- 4) Be consistent. As the leader, children need to know where you stand to better understand their own roles.
- 5) Laugh. Not at but with ... Who can laugh and be mad at the same time?
- 6) Provide changes. Follow a tense, exciting game with something restful. Sometimes just moving to another sport helps to give a change of pace.
- 7) Use activities that demand something - attention, skill concentration, stamina, etc.
- 8) Use activities that give something - a chance to succeed, to create, to laugh, to make friends, etc.
- 9) Call attention to anything "beautiful" you see or hear - a kind act, a polite answer, and act of sportsmanship.
- 10) Establish routines - a definite way to give out equipment, a certain place for storytelling, a special signal that means "stop and listen" or a good-bye song that means "time to go home".
- 11) Follow the rules, whether it is department politics, or public laws, and explain why you have to follow the rules.
- 12) Use a leadership style to fit the situation - and one that fits your personality and beliefs.
- 13) Do not force children to play. Lead them to accept games voluntarily because they are fun.

- 14) A sense of humor and enthusiasm will go a long way toward your success as a playleader. Remember that FUN is one of the primary objectives
- 15) Show appreciation to the children who try as well as those who excel. Remember that the performance is not as important as the effort.
- 16) Draw out and encourage timid children. They need the play experience just as much, if not more, than the others do.
- 17) Observe the relationships between the children in their free play. These observations will give you clues about their behavior patterns and future development.
- 18) Radiate with enthusiasm and enjoyment. If you are excited about the program, the children will be too!
- 19) When giving directions, be brief and clear. Ensure everyone thoroughly understands what you want to be done. Demonstrate where necessary.
- 20) Take time to plan and be prepared before the day begins
- 21) Strive to be a creative, imaginative, enthusiastic, consistent leader.

Above all, BE YOURSELF!

Risk Management



A Key to Safety!

Risk Management

Did you know?

- Children have been badly injured on playgrounds when their loose clothing, cords and drawstrings became caught on equipment or surrounding fences.
- Falling from equipment is the number one reason that children get hurt at the playground. This is why it is important to have a soft surface under equipment.

Risk Management involves reducing the chance of injuries in order to protect both you and the children.

Liability means that someone is at fault for an injury or accident. If you do not create a safe play environment, have an emergency action plan, and are not able to recognize when a child needs medical attention, you could be held legally liable if a child is injured.

Benefits of Risk Management:

- 1) Far less of chance of children getting hurt
- 2) Ensures that if accidents do happen, the injured person will receive medical attention as quickly as possible.
- 3) You will protect yourself from potential liability lawsuits.



How to Implement Risk Management

- 1) Create a safe play environment.
 - Use the checklists provided to check the playground for safety issues. This will ensure that there are no foreseeable dangers.
 - 2) Have an Emergency Action Plan
 - Prepare a plan in case of emergency that includes phoning the emergency service, applying first aid, and monitoring the children.
 - 3) Recognize when a child is in need of medical attention.
 - Common emergencies and prevention are outlined in detail
 - 4) Keep records of attendance
 - You will know if a child missed important instruction.
 - 5) Instruct children how to perform skills as well as how not to do them and explain what could happen.
 - 6) Keep records of who came late, and give that child instruction before they are allowed to join the game.
 - 7) Keep copies of every play session.
 - This will prove that you have given the children lessons that are developmentally appropriate.
 - 8) Always watch what is going on!
 - This will ensure that the activity is properly supervised.
It is a good idea to talk with the local municipality or council to find out if they require you to take specific steps in the event of an emergency.
- Have first AID/CPR training or someone who does supervise.



Safety Checklist

Whole Playground

- Pick up garbage
- Pick up broken glass
- Bathrooms cleaned
- No broken windows

Wading Pool

- No broken glass
- No large cracks
- Sweep dirt and leaves out before filling with water

Sandbox

- Rake up sand
- Remove glass and any foreign objects
- Check boards - not broken
- No large slivers

Fence

- Check for wires sticking out, broken, or cut

Swings

- Check for broken or cracked links
- Top bolt secure - not loose
- Seat is in one piece - no cracks

Slides

- Sturdy
- No missing steps on ladder
- Check bottom of slide for glass and foreign objects
- No cracks on slide
- Sides of slide do not have sharp edges

Monkey-Bars

- All bars are intact and sturdy
- No sharp edges
- Check underneath for glass and foreign objects

Teeter-totter

- Check for large cracks
- Check for large slivers
- Ensure handle is secure

Playleader

- Valid first aid certification
- Access for first aid kit/supplies
- Know your Emergency Action Plan

Twelve Common Hazards in Playgrounds

1) Insufficient or Inappropriate Surfacing

- ✧ Concrete, asphalt and grassy earth are hazardous. Choose a more forgiving surfacing, such as pea gravel, wood mulch, sand or resilient mats.

2) Inadequate Fall Zones

- ✧ Most equipment should have six feet of resilient surface covering the area where kids might fall - slide and swings usually have larger fall zones.

3) Protrusion and Entanglement Hazards

- ✧ These include anything that might cut or puncture children. Uncovered bolts and open "S" hooks are common hazards.

4) Entrapment in Openings

- ✧ Children often squeeze through openings feet first. To prevent entrapment, openings must be either smaller than three inches or larger than a ten inch circle.

5) Putting Equipment Too Close Together

- ✧ There should be at least six feet between structures.

6) Tripping Hazards

- ✧ Be aware of exposed concrete footings, tree roots and stumps, rocks and uneven ground.

7) Lack of Supervision

- ✧ The keys to good supervision are proper supervisor/child ratios, supervisors who arrive early and leave last, and play structures that are not crowded.

8) Age-inappropriate Activities

- ✧ Keep pre-school activities separate from school-age equipment.

9) Lack of Maintenance

- ✧ Periodic checks of hardware support structures and moving components are essential.

10) Pinch, Crush, Shearing and Sharp Edge Hazards

- ✧ All moving parts must be checked to be sure there are no sharp edges that could cut skin or mechanisms that might crush or pinch fingers or feet.

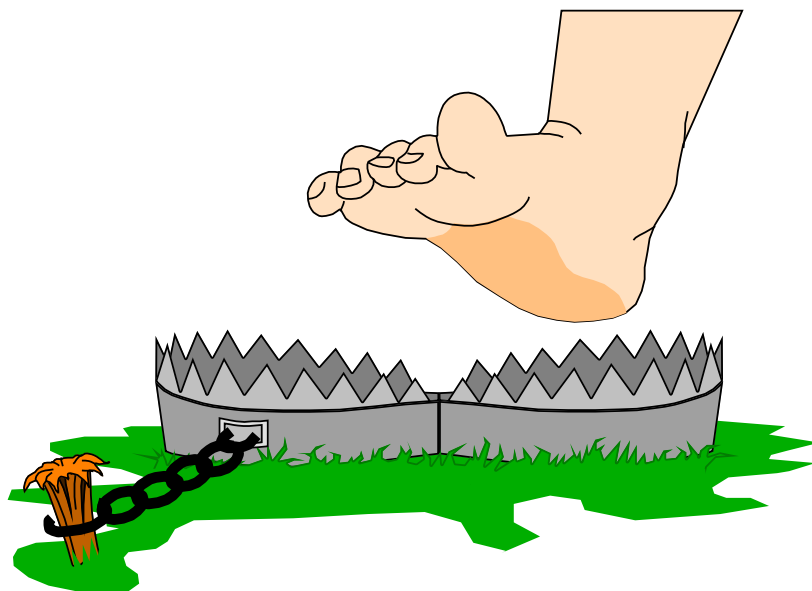
11) Platforms without Guardrails

- ✧ Guardrails must be on all decks higher than eighteen inches. Platforms over forty-eight inches should have a vertical fence or panel style barriers.

12) Inappropriate Equipment

- ✧ Free-swinging ropes, rings, trapeze bars and heavy swings are unacceptable.

Parks & Recreation Canada July/August 1997 Issue



Playgrounds - How Kids Can Make Them SAFE:

A Lesson Plan for Kids

Objective: Students will be able to identify the four key areas of playground safety using the acronym SAFE.

Materials Needed: SAFE background information; stopwatch or timer; flash cards that spell out S-A-F-E

Lead-in questions

- 1) How many of you know someone who has been injured on a playground?
- 2) What happened?

How often do you think a child is taken to the emergency room because they were hurt on a playground?

Answer: Every 2 1/2 minutes a child is taken to the emergency room for playground related injuries in the US.

Set the timer every 2 1/2 minutes during this discussion to show the kids how often a child is hurt. Choose a child to go to the designated "hospital" area of the room every time the timer goes off.

Presentation

Because we want you to have fun and be safe when you play outside, we are going to discuss playground safety. There are **four** different ways to make a playground safe. A helpful way to remember these four areas of playground safety is **SAFE**.

Display four different flash cards that spell out S-A-F-E. This can be altered or discussed if children do not yet know how to spell or read.

Supervision: Point to the S flash card.

S stands for Supervision. Supervision is one of the ways to make a playground safer.

Why is it important that adults watch you play on the playground?

Answer: Adults realize that you are supposed to run, jump, shout, laugh and explore the playground. But sometimes, other things happen on a playground that needs an adult to help.

- Does anyone know what 'supervision' means?
- Can you think of a time when you needed help from an adult on a playground? What happened?

Age-Appropriate Equipment: Point to the A flash card.

The second way to make playgrounds safer is making sure that you are using age-appropriate equipment on the playground. One of the reasons so many children are hurt on the playground is because they are playing on equipment that is too big or too little for them.

Smaller children playing on equipment designed for older, bigger kids don't realize that the handles, railings, and steps are too big for them, so they slip or fall off, and get hurt.

When older children play on equipment that is too small for them, they get bored. When they get bored, what do you think they do? They use the equipment in ways it isn't supposed to be used. And then they get hurt.

If you need help, who can help you decide what equipment is best for you?

Answer: Adult supervisors -- point back to the S flash card.

Falls to the Surface Should be Cushioned: Point to the F flash card.

- Has anyone ever fallen on the sidewalk or on the street or road? What happened? How did you feel?

Sidewalks and streets are made of concrete and asphalt. They are great to ride your bike or roller-skate on, but it really hurts when you fall. That's why playground equipment should not have hard stuff -- concrete or asphalt -- underneath it.

What do you think it should have underneath it?

Answer: Softer material, like sand, wood chips, rubber or pea gravel. That way, if you do fall, it won't hurt as much as the hard stuff would.

What should you do if the soft surfacing has been displaced underneath swings and slides?

Answer: Make sure no one is using these play structures, push or rake the soft surfacing back to the area that has been displaced.

What should you do if the playground equipment has hard stuff underneath it?

Answer: Avoid playing on it and talk to some adults about it. Look for equipment with soft surfacing underneath it.

Equipment Maintenance Point to the E flash card

When something gets broken, what should you do with it?

Answer: Fix it!

If you don't fix it, what happens?

Answer: It won't work and you can't use it.

With lots of kids using the playground every day, sometimes they break down, too. Adult maintenance workers, playground supervisors and parents should all be inspecting the playground equipment you play on to make sure it's in good condition. But sometimes they need your help.

What size of equipment should you be playing on? Why? What can you do to avoid getting hurt?

Answer: Depending on their age, size, and cognitive level, children within the same class may differ in their abilities.



Is our Playground SAFE?

Let's use the following checklist to find out!

- ⇒ Is trash on the ground?
- ⇒ How many adult supervisors are on the playground at recess? How many children?
- ⇒ Is the surfacing underneath the equipment hard (concrete, asphalt, dirt or grass) or soft (wood chips, sand, rubber or pea gravel)?
- ⇒ Do the swings and slides have enough soft surfacing underneath them, or is it displaced?
- ⇒ Do the swings have twisted or broken seats?
- ⇒ Is there anything sticking out of the ground that would trip you when you are running?
- ⇒ Does the equipment have any chipped or peeling paint?
- ⇒ Does the metal equipment have any rust?
- ⇒ Are there any holes or cracks in plastic equipment?
- ⇒ Does the wooden equipment have any rough wood or splinters?
- ⇒ Are there any nails or bolts sticking out of the play equipment?
- ⇒ Is there any place that your fingers might get stuck or pinched when you are playing?

Reminder:

Review the four areas of a **SAFE** playground: Supervision, Age-appropriate equipment, Falls to the surface, and Equipment maintenance.

Emergency Action Plan (EAP)

- *Write everything down and keep it in a handy place. This will help in a panic situation.*

The purpose of an Emergency Action Plan is to get professional care to the injured person as quickly as possible. *The EAP should be developed before the play sessions begin.*

An EAP consists of locations of the closest telephones, directions to the playground, and the names of two people - the *charge person* and the *call person*.

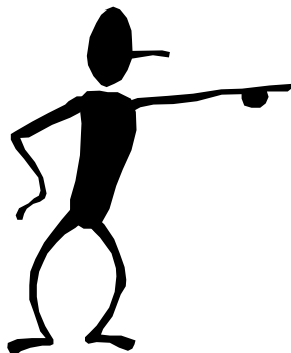
Assign one playleader to be the charge person and one playleader to be the call person. If there is only one playleader, designate one of the children as the call person.



The Charge Person: (Responsibilities)

This person should have first aid training

- 1) Take Control and assess the situation through contact with the injured child.
- 2) Tell all other children and bystanders to leave the injured child alone and back away.
- 3) Ensure that the injured child is not moved.
- 4) Ensure that all play equipment is left on the child.
- 5) Assess the injury and determine whether further assistance is necessary.
- 6) Decide how to move the child if no further assistance is necessary.
- 7) Notify the Call Person if an ambulance is needed and briefly explain the injury.
- 8) Look for changes in the child's condition and reassure him/her until professional care arrives.



The Call Person (Responsibilities)



- 1) Know the location of all telephones that could be used for making calls. Preplanning is essential for this responsibility. You need to know this information for the designated play area, and anywhere else you plan to take the children.
- 2) Prepare a list of all local emergency numbers - ambulance, fire, police, and doctor. Write these numbers on a small card and keep them with you at all times! (an example card is given on the next page) Keep enough change to make a payphone call. Tape change to the back of the emergency number card. Do not rely on the operator to transfer the call - call the service directly.
- 3) Know the best access route to the play area. The exact location of the play area should be written on the back of the number card. This will help you in times of stress.
- 4) Give the dispatcher the necessary information. State that a medical emergency exists, the nature of the emergency, the exact location of the injured child and the number of the telephone from which the call is being placed. Request the estimated time of arrival.
- 5) Assign someone to stay by the phone.
- 6) Report to the charge person that the ambulance has been called and tell the charge person the estimated time of arrival.
- 7) Go to the main entrance and wait for the ambulance.

Participant Information

Name: _____ Date of Birth: _____
Person to contact in emergency: _____
Day Number: _____ Evening: _____
Alternate contact: _____
Day Number: _____ Evening: _____
Family Doctor: _____ Phone: _____
Hospital Insurance Number: _____
Relevant Medical History: _____

Other Conditions:

Does Participant carry and know how to administer own medications? _____

Number Card

Location of Phones: _____

Phone Numbers:

Emergency: _____ Ambulance: _____

Police: _____ Fire: _____

Hospital: _____ Facility: _____

Doctor's Office: _____

Details of Location: _____

Emergency Action Plan Checklist:



- Access to phones
- Emergency numbers card (local)
- Emergency numbers card (other)
- Coins taped to number cards
- Access to Sites
- Cards for directions to facility
- Information on children
- Personnel
- Charge person
- Call person
- Alternates to Charge person and Call Person

Injury Care

The information stated below is not a first aid manual, proper training and certification in first aid/CPR should be attained

Sunburns are the most common of all burns

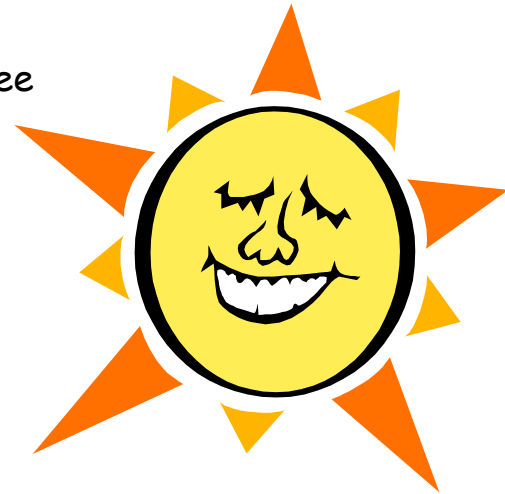
Children sunburn very easily

Sunburns can be either first or second degree

Signs and Symptoms

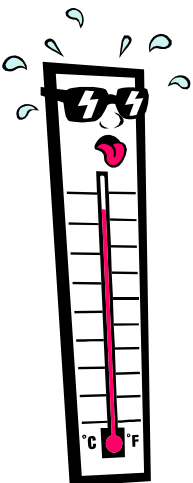
First Degree Sunburn

- the outer layer of skin is affected
- the skin's surface is dry, red, and sore
- there are no blisters or swelling
- will heal in 2 - 5 days and does not scar, although it may peel



Second degree Sunburn

- the top two layers of skin are affected
- the skin is moist and can range in color from white to cherry red
- the skin blisters and is very painful
- will heal in 5 - 21 days, providing there is no infection, and may scar



Preventing Sunburns

- 1) Wear a sunscreen or sunblock with a SPF of 25 or higher when outside. A good idea is to ask parents to send a bottle of sunblock with their children so that it can be reapplied if necessary.
- 2) Wear a hat. Have parents send hats with their children.
- 3) Wear clothing that breathes (cotton). Explain this to parents and ask that they ensure their children are dressed appropriately.
- 4) Play indoor activities to stay out of the sun. This is especially a good idea between 10:00 AM and 3:00 PM, when the sun is at its strongest.



Heat Emergencies

Children are highly susceptible to heat emergencies. Heat emergencies happen on hot days with high humidity and little or no wind. There are three kinds of heat emergencies ranging in seriousness - heat cramps, heat exhaustion, and heat stroke.



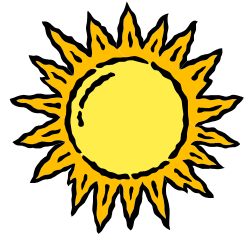
Heat Cramps

- Muscle spasms occur because the body is losing too much salt in the sweat.
- Can happen when calcium levels are low or when too much water is consumed at once.

Signs and Symptoms

- hot, sweaty skin
- usually in arms, legs or abdomen
- stiff abdomen
- cramps can be mild or extremely painful
- faintness or dizziness
- possible nausea

Heat Exhaustion



- the most common heat emergency
- "mild state of shock"
- blood circulation diminishes because large amounts of water and salt are lost through sweating
- blood flow is disturbed when water is not replaced
- affects the heart, brain and lungs
- the most critical problem is dehydration

Heat Exhaustion can lead to Heatstroke if it is not treated.

Signs and Symptoms

- headache, dizziness, extreme fatigue
- loss of appetite, nausea
- pale, cool, sweaty skin
- dilated pupils
- brief loss of consciousness

Heat Stroke (Sunstroke)

- Life- threatening
- The body is overheated and cannot cool itself.
- Damages brain cells and causes permanent disability or death.

Signs and Symptoms

- initial deep rapid breathing that becomes shallow and weak
- dilated pupils
- dizziness and weakness
- skin is hot, red, and dry
- headache, nausea, convulsions
- mental confusion, irritable, bizarre
- loss of consciousness

Preventing Heat Emergencies

- Avoid being outside between 10:00 AM and 3:00 PM.
- Slow down your activities as the temperature rises.
- Take frequent breaks in cool shaded areas.
- Dress for the heat, wear a hat, and light colored cotton clothing. (This should be discussed with the parents).
- Drink plenty of fluids. Always have water available for the children.

Insect Bites and Stings

Insect bites can cause a life-threatening emergency. If the insect-bitten child experiences any of the following symptoms, implement your *emergency action plan* immediately.

- faintness, weakness
- shock
- nausea
- unconsciousness
- generalized body swelling



Sprains, Strains, Fractures, Dislocations

These are types of soft-tissue injuries. Injuries of this type are usually a result of a direct hit, twisting, or stretching of the tissue. Remember the acronym **SHARP** when looking for symptoms of sprains, strains, fractures or dislocations.

S - swelling

May develop immediately or over time.

H - Heat

The temperature in the area of the injury increases in temperature.

A - Altered

The function is altered. An example of altered function is restricted movement.

R - Redness

P - Pain

- ✧ It is important to note that pain is a warning sign of a soft tissue injury. Any child experiencing pain should rest from activity.
- ✧ Secondly it is important to note that if the child cannot move the injured area, **DO NOT FORCE MOVEMENT!**

Soft tissue injuries are not life threatening, but it is important that the child be taken to a medical professional.

Injuries to the Head or Spine

These injuries include concussions, neck injuries, and back injuries. Minor head injuries may not have immediate effects. Watch for **headaches, dizziness, and ringing in the ears**. Also watch for **changes in appearance, personality and motor skills**. Any pain in the neck or back should be treated as a spinal injury. Watch for symptoms like **tingling or loss of feeling in the limbs**.

First Aid Kit Supplies

- Sterile gauze pads
(small or large squares to place over wounds)
- Adhesive tape
- Adhesive bandages of assorted sizes
- Scissors
- Tweezers
- Safety pins
- Ice bag of chemical ice pack
- Disposable gloves (surgical or examining gloves)
- Flashlight
- Antiseptic wipes
- Pencil and pad
- Emergency blanket
- Eye patches
- Thermometer
- First Aid Manual
- Salt

✧ Do not forget that your Emergency Action Plan includes all emergency phone numbers, child's personal information and money taped to the number cards for pay phones.

Helpful Hints

Keep this information with you at all times. Keep it in a binder and take it with you to the play site.

- 1) Use a fanny pack to store the number cards for your emergency action plan. This way, the number cards will be with you at all times.
- 2) Write your duties as the call person or the charge person on a card and keep it in your fanny pack. This way, it will always be with you.
- 3) Repeat the rules of the play area many times. Children will forget.
- 4) It is a good idea to create the play area rules as a group. This way, the children will have a vested interest in the rules and understand the reason for them.



BEHAVIOUR MANAGEMENT



What is Discipline?



Discipline is a way of handling:

- Unpleasant situations
- Misuse of grounds and equipment
- Yourself on the job.

Discipline is a method of:

Teaching, Training, Guiding, and Mutual Trust

Discipline is not:

Retaliation, Punishment for the sake of punishing
Or Group punishment



Strategies for Reacting to Misbehaviour

Play leaders should be aware of the motives that cause misbehaviour in their group. Once a motive is recognised in a child, you can react to their misbehaviour without feeling the child's motive.

CHILD'S GOAL	Attention	Power	Revenge	Inadequacy
CHILD'S BELIEF	<i>"I belong when I am being noticed"</i>	<i>"I belong when I am in control (IE. The boss)"</i>	<i>"I belong only by hurting others, as I've been hurt. I cannot be loved."</i>	<i>"I belong only by convincing others not to expect anything from me. I am helpless."</i>
PLAY LEADER'S FEELING	Annoyed	<ul style="list-style-type: none"> - Angry - Provoked - As if one's authority is threatened 	Deeply hurt	<ul style="list-style-type: none"> - Despair - Hopelessness - Give up
REACTION TENDENCY	<ul style="list-style-type: none"> -Remind -Coax 	<ul style="list-style-type: none"> -Fight - Give in 	<ul style="list-style-type: none"> -Retaliate -Get even. 	-agree with child
REACTION SOULTIONS	<ol style="list-style-type: none"> 1) Ignore misbehavior when possible. 2) Give attention to positive behavior when child is not making a bid for it. 3) Avoid undue service. Realize that reminding, punishing, rewarding and coaxing are undue attention 	<ol style="list-style-type: none"> 1) Withdraw from conflict. 2) Help child see how to use power constructively by appealing for child's help and enlisting cooperation. 3) Realize that fighting or giving in only increases a child's desire for power. 	<ol style="list-style-type: none"> 1) Avoid feeling hurt. 2) Avoid punishment and retaliation. 3) Build strong trusting relationships. 4) Convince the child that he/she is loved. 	<ol style="list-style-type: none"> 1) Stop all criticism. 2) Encourage any positive attempt, no matter how small. 3) Focus on assets. 4) Above all, don't be hooked into pity, and don't give up.

Strategies for Reacting to Positive Behaviour

Play leaders should be able to recognize when a child is motivated by positive goals. By reacting to these goals appropriately you will be encouraging them to continue this behaviour.

CHILD'S GOAL	Attention Involvement Contribution	Power Autonomy Responsibility	Justice Fairness	Acceptance Peace
CHILD'S BELIEF	<i>"I belong by contributing"</i>	<i>"I can decide and be responsible for my behaviour"</i>	<i>"I am interested in cooperating"</i>	<i>"I can decide to withdraw from conflict"</i>
CHILD'S BEHAVIOUR	<ul style="list-style-type: none"> - Helps - Volunteers 	<ul style="list-style-type: none"> - Shows Self Discipline - Does own work - Is resourceful 	<ul style="list-style-type: none"> - Returns kindness for hurt - Ignores belittling comments 	<ul style="list-style-type: none"> -Ignores provocations -Withdraws from power contests
REACTION SOLUTIONS	<ol style="list-style-type: none"> 1) Let the child know that contribution counts. 2) You appreciate their help. 	<ol style="list-style-type: none"> 1) Encourage decision-making. 2) Express confidence in child 3) Let the child experience both positive and negative behaviour 	<ol style="list-style-type: none"> 1) Let the child know you appreciate his/her interest in cooperating. 	<ol style="list-style-type: none"> 1) Recognize the child's effort to act maturely

Preventative Discipline

How to Prevent Discipline Problems

Prevention is always the best medicine!

- **Watch the group.** If you are always alert, you can spot a potential troublemaker before he/she causes a problem.
- **Plan ahead and be prepared.** Therefore, the playgroup knows that you are organized and will have confidence in you. If the group has confidence and respect in you, there will be fewer discipline problems.
- **Be enthusiastic!** Have a genuine interest in the children and their activities.
- **Be assertive.** Show that you are a firm but fair leader from day one.
- **Earn respect by showing it.**
- **Have reasonable expectations** and be sure that the children know what your expectations are.
- **Be positive in your instructions.** Point out the reasons why things are to be done in a certain way.
- **Plan meaningful and constructive activities.** Most trouble results from boredom or inactivity.
- **Give a child a chance,** if a child wants to tell you something, listen to them. Ask questions like, "Is there something you would like to tell me?" Avoid asking "why" because children often do not know the answer and, if they do, cannot express it in words.
- **Be clear and concise.** The leader can talk too much. Only talk when the children are listening.
- **Make the child feel safe.** Aggressive and disruptive behavior often starts from the child's anxiety about anger or resentment. It may not be possible to discover what the child is anxious about, but making the child feel safe can help the situation.

Steps to Preventative Discipline

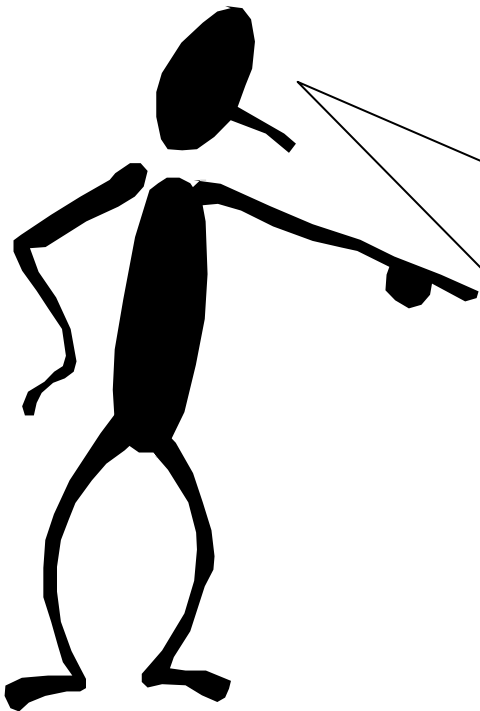
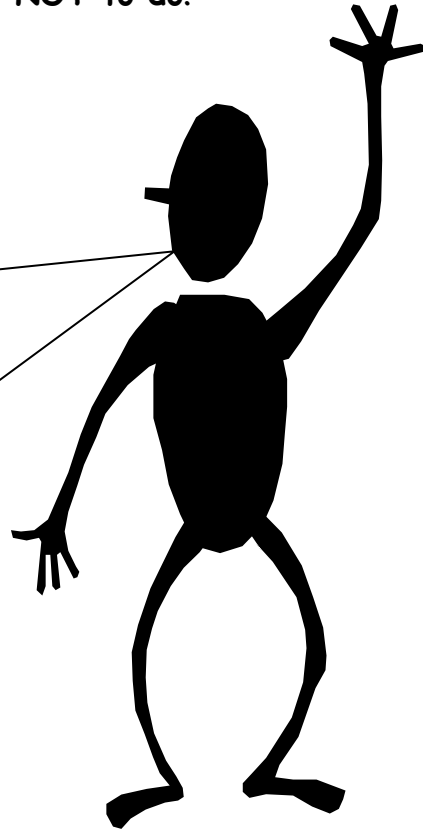
- **Communication**
- **Guidelines**
- **Consequences**
- **Consistency**

What to Say to Children

Communicating can be summed up in one simple phrase:
Tell the child what **TO DO** rather than what **NOT** to do!

Say:

- Sit down when you slide.
- Use both hands when you climb.
- Turn the pages carefully.
- Walk around the swing.
- Time to go inside.
- Wash your hands.
- Drink your milk.



Do not say:

- Don't stand up when you slide.
- You'll fall if you don't watch out.
- Don't tear the book.
- Be careful, the swing might hit you.
- Shall we go inside?
- Do you want to wash your hands?
- Don't you want your milk?

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Behavior Management Exercise

- 1) A child in your playgroup screams loudly as you are giving directions. You remind the child that his/her behavior is unacceptable and tell him/her to listen to the directions. The child stops temporarily, but screams out again. You feel very annoyed and are tempted to remind the child yet again that their behavior is unacceptable.
 - What is the child's goal?
 - What is the child's belief?
 - What will you do?

- 2) An 8 year old boy is making a craft but before he finishes, some of the supplies run out. Before you have time to reach him, he skips to various trees and picks leaves because he is going to make a nature picture instead.
 - What is the child's goal?
 - What is the child's belief?
 - What will you do?

- 3) A 7 year old girl is adamant that she does not have to participate in the games that you have planned for the day. She tells you that you are not the boss of her and that you can't tell her what to do. You feel very angry, and fight with the child. The child does not back down and you find yourself in a situation where no one is winning.
 - What is the child's goal?
 - What is the child's belief?
 - What will you do?

- 4) A 4 year old girl in your play group is eager to volunteer whenever you need some help.
 - What is the child's goal?
 - What is the child's belief?
 - What will you do?

- 5) A boy in your play group consistently tells you that he cannot do crafts. He refuses to try and when you do finally get him to make something, all he will do is make a few scribbles on a piece of paper before he throws it down and says that he is no good. You decide that he really shouldn't have to do crafts if he isn't talented in that area.
 - What is the child's goal?
 - What is the child's belief?

- What will you do instead?

Behavior Management Exercise #2

WHEN A CHILD WANTS TO GET ATTENTION:

Not this: Stop whining!

But this:

WHEN CHILDREN SHOUT INSTEAD OF USING NORMAL VOICES:

Not this: Stop shouting! You'll break my eardrums!

But this:

WHEN A CHILD RUNS AHEAD OF YOU TO THE PLAYGROUND AFTER YOU HAVE ASKED HIM/HER TO STAY WITH YOU:

Not this: Stop running!

But this:

WHEN A CHILD USES BAD LANGUAGE:

Not this: That's dirty talk, nice people don't say those words.

But this:

WHEN A CHILD BECOMES "LIMP" AS YOU ARE WALKING TOGETHER AND YOU FIND YOURSELF DRAGGING HIM/HER:

Not this: Get up and get moving!

But this:

WHEN A CHILD WHO IS ANGRY THROWS OBJECTS ON THE FLOOR:

Not this: I'll pick them up for you.

But this:

Guidelines for Establishing Rules

The rules for making rules:

- 1) Get children to participate in making the rules
 - Children develop ownership of the rules and thus tend to follow them
- 2) Keep rules short
 - Children will remember the rules if they are not overwhelmed
- 3) Post the rules up
 - If the information is in clear view then there will be less confusion
- 4) The list should not exceed 7
 - The more general the information, the less complicated it becomes.
- 5) Use rules that are positive
 - This keeps the environment friendly and less restrictive

For Example:

Rules

- 1) Share
- 2) Be nice
- 3) Respect Others
- 4) Take Care of Supplies
- 5) Have Fun

Try this one!

Write down the rules that you would like to see used during the activities you would be leading.

1) _____

2) _____

3) _____

4) _____

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Why Consequences are Important

By providing consequences, you are making the child responsible for his/her actions. When children are held responsible, they are more likely to correct their behavior and, in turn, less likely to repeat it. When imposing consequences, it is crucial that the penalties be logical. In other words, the penalties should fit the behavior.

Here is an example:

Tina, the playground leader was very upset with one of the children under her supervision. John had purposely taken a crayon out of Bobby's hand and thrown it across the room. To make matters worse, John then proceeded to hit Susan in the arm, making her cry and pushed all of the craft supplies off the table the group was working around. Tina led John to the other side of the room. Tina said, "I brought you over here because you took the crayon out of Bobby's hand without asking permission and this is not considered sharing. You hit Susan and made her cry. And finally, you have pushed all of our supplies onto the floor. This behavior is not acceptable. In our group, we are to ask if we want to use something that someone else has. We do not hit or disrupt others. If we have a problem we discuss it with someone like myself. Then we will try to fix the problem." Tina must now decide on a consequence.

A Consequence that is not logical:

Tina told John that he would have to miss his free time later on that day. During this time, John would have to remain seated in the corner.

Why is this consequence not logical?

This consequence is not related in any way to the actions of the child. Also, when free time has come, John may have forgotten why he is sitting in the corner. Furthermore, it is difficult to make children sit very still for even a short amount of time. When a supervisor must attend to the other children, it is very difficult to baby-sit one child. Finally, John is not being made

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responsible for his actions. In this case, John is actually being sheltered from his responsibilities.

A Consequence that is Logical.

Tina told John that because of his actions he would have to apologize to the group for disrupting their activity. John would also have to specifically apologize to Bobby and Susan. Furthermore, He would have to clean up the mess he made.

Why this Consequence is Logical:

In this example, John will have to face his peers and admit to his irresponsible behavior. John will also have to clean up the mess, which means that he is less likely to make another mess. In this situation, the behavior is dealt with immediately. The consequence is also sending a message to the other children that their misbehavior will not go unnoticed.

Logical Consequence Exercise:

Greg, the playleader, was playing Baseball with a group of boys and girls between the ages of five and ten. The game was going great. During the fifth inning, a five-year-old girl started to call another girl mean names. After seeing this incident, a ten-year-old boy started calling the five-year-old girl mean names. What should Greg do?

Techniques for Imposing Consequences

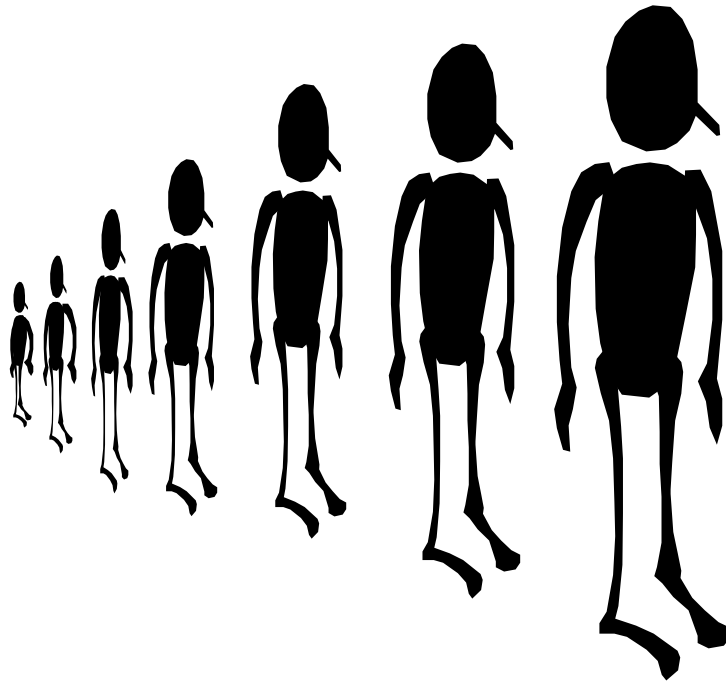
- 1) ***Patience, patience and more patience.*** Even though you may be extremely upset about the child's behaviour, it is important that you stay calm. At times, children are hoping that you will lose control so that they can gain attention from their peers. If you remain calm, the child will not get the attention they are seeking from misbehaving. Even if the child is not seeking attention, staying calm will also help you to stay rational.
- 2) ***Respect the child.*** Although the child has broken the rules or has disrupted others, it is important that you still respect the child. Remember: it is the child's actions that you are in disagreement with, not the child.
- 3) ***Do not humiliate the child.*** If you disagree with a child's behavior, it is important that you and the child deal with the matter privately. Take the child aside and discuss the situation with them. If you make the matter public, the child may be receiving the attention they desire from their peers. For those children that are not seeking attention, being private also means that the child will not be embarrassed and other children will not be disrupted.
- 4) ***Speak to the child.*** When you speak to the child, be clear and concise.
 - a) Tell the child why you want to speak to them.
 - b) Explain that their misbehavior is not acceptable.
 - c) Explain what the appropriate behavior is.
 - d) Provide a consequence.

Why Consistency is important

Consistency means that once you have decided on rules, you follow through with consequences every time that a rule is broken.

- Consistency is important because it shows the children that you are a fair leader. For example, when you give one child a certain consequence and another child repeats the same behavior, the same consequence should apply to the second child. If you give the second child a less severe consequence, it will be assumed that you favor that child.
- Consistency is important because it shows the children that you stand your ground. Sometimes children will push you just to see how far you will let them go. If you are consistent with consequences for misbehavior, the children will quickly learn what you will and will not stand for.

Always be fair and keep good judgment of the situation.



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Role Playing Exercise

After you have developed a set of rules to be followed for the summer, how would you answer the following questions:

- 1) What could happen if you are inconsistent with your consequences?

- 2) How might a child who is seeking revenge behave and how should a playleader respond to this behavior?

- 3) How would a child who is seeking attention misbehave and how should a playleader respond to this behavior?

- 4) How would a child seeking attention behave positively and how should a playleader respond to this behavior?

Effective Discipline Techniques

Being an effective manager does not mean publicly correcting every minor infraction of the rules. This kind of public attention may actually reinforce the misbehavior. Leaders who frequently correct children do not necessarily have the best-behaved children. The key is to know what is happening and what is important so that you can prevent problems. Here are four simply ways to stop misbehavior.

- 1) ***Make eye contact*** with, or move closer to the offender. Other nonverbal signals such as pointing to the activity children are supposed to be doing might be helpful. Make sure the child actually stops the inappropriate behavior. If you do not, children will learn to ignore your signals.
- 2) If children are not performing an activity correctly, ***remind the children of the procedure*** and have them follow it correctly.
- 3) In a calm patient way, ***ask the child to state the correct rule or procedure*** and then to follow it.
- 4) Tell the child in a clear, assertive and patient way to ***stop the misbehavior***.

A List of Do's"

- 1) Always try first to understand the purpose of children's misbehavior.
- 2) Give clear-cut directions for actions expected of children.
- 3) Focus on children's present, not their past behavior.
- 4) When children misbehave, give them a choice to either remain where they are without disturbing others or to leave the room.
- 5) Build on the positive and avoid the negative.
- 6) Build trust between yourself and the children.
- 7) Discuss children's behavior problems only when neither you nor they are emotionally charged.
- 8) Use logical consequences instead of punishment.
- 9) Treat children with consistency.

A List of Don'ts:

- 1) Do not be preoccupied with your own prestige and authority.
- 2) Refrain from nagging and scolding, which may reinforce misbehaving children's quest for attention.
- 3) Do not ask children to promise anything. They will use a promise to get out of an uncomfortable situation with no intention of fulfilling it.
- 4) Avoid giving rewards for good behavior. Doing so will only condition children to expect rewards.
- 5) Refrain from finding fault with children.
- 6) Do not hold your students and yourself to different standards.
- 7) Do not use threats.
- 8) Do not be vindictive.

TIPS FOR HANDLING CONFLICTS BETWEEN OTHERS

Conflicts do arrive in play leadership even when all preventative measures have been taken. Here are some tips in diffusing conflicts between two or more people.

- 1) **Assess the situation.** As approaching, decide whether to send for assistance in order to protect yourself or others.
- 2) **Stay open minded.** Intend to diffuse the situation with no losers, dignity and injury free.
- 3) **Remove the audience.** If possible separate the aggressors.
- 4) **Distract them from the issue.** Keep drawing attention to yourself until you get their attention.
- 5) **Try convincing them to verbally work out the issue.**
 - Say, "*While I can't stop you from conflict later, I'd like you to give me a quick opportunity to try to defuse things now*"
 - Restate expectations for a positive outcome
 - Remain persistent, and stay focused on a peaceful ending
- 6) **Help them to manage their emotions by:**
 - sitting, listening, asking questions
 - DO NOT tell the person to "*Calm down.*" or argue, blame, or defend them
- 7) **Let them "vent".** Listen while:
 - leaning forward
 - giving eye contact
 - nodding in recognition of what's said
- 8) **Help offer possible solutions.** Writing down or repeat suggestions made.

Program planning tips for best behaviour

- 1) Encourage decision making and choices within play activities
- 2) Choose activities that foster independence
- 3) Plan play activities that are at the appropriate skill level for all participants
- 4) Use visual aids when explaining new activities and be concrete
- 5) Plan activities that can be learned or carried out in specific steps
- 6) Offer rewards for displays of positive behaviour after the activity
- 7) Offer incentives for completing an activity
- 8) Play activities where all players can remember the steps
- 9) Monitor the energy level during an activity and allow for cool down if necessary
- 10) Monitor the environment for distractions or excessive noise during play
- 11) Keep unstructured play to a minimum
- 12) Plan new twists on old activities to reduce boredom

Answers for Behaviour Management Exercise (P.55)

When a Child Want to Get Attention, try this:

- ✧ Try to ask me in a voice that I can understand. It's hard for me to understand you when you cry.

When Children Shout Instead of using normal voices, try this:

- ✧ Try to speak more quietly, just like I am. I can hear you much better.

When a Child runs ahead to the playground when you have asked him/her to stay with you, try this:

- ✧ Let's go back and try it again. You forgot something we said we were going to do. You forgot to stay with me. Let's do it again to help you remember.

When a Child uses bad language, try this:

- ✧ Ignore it unless it persists. Then say, "We do not use those words in school." Change conversation to another topic.

When a Child "becomes limp" as you are walking together and you find yourself dragging him/her: try this:

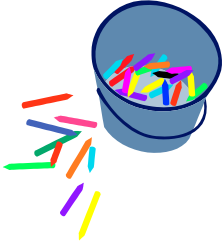
- ✧ I can't hold your hand when you are down on the floor so if you're going to do that I'll have to let go and go on by myself.

When a Child who is angry tips over all of the chairs in the room, try this:

- ✧ You need to put all of the chairs back up on their four legs just as they were. Come and let's do it together.

Arts and Crafts





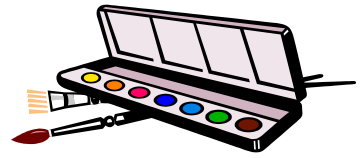
Value of Art to the Child

1. Develops creative thinking
2. Provides a means of communication and self-expression
3. Serves as an emotional release
4. Strengthens the self-concept and confidence
5. Increases self-understanding
6. Heightens aesthetic awareness and sensitivity
7. Enhances the ability to visualize
8. Provides problem solving/decision making opportunities
9. Develops appreciation for the individuality of others
10. Leads to integration of the individual
11. Aids physical coordination
12. Develops work habits and a sense of responsibility
13. Aids the adult in understanding and helping the child
14. Provides a sense of pride
15. Generates Joy.

Helpful Hints for Arts and Crafts

Some points to remember when you are facilitating Arts and Crafts time:

- 1) Know what you are going to do.
- 2) Have the supplies ready before the session begins.
- 3) Explain to the children what is going to be done.
- 4) Get involved with the children during the sessions. Help the individuals continue their projects.
- 5) Start cleaning up when the project is almost finished. Clean area thoroughly after the project is finished. The children will help if you encourage them.
- 6) Always have a supply of storage containers on hand such as; cardboard boxes, tins, and large bottles which can be used to store crayons, paints, and brushes...
- 7) Keep track of the supplies and teach the children to respect them.
- 8) Keep plenty of newspaper and/or plastic sheeting on hand to cover work areas. This will reduce the cleanup time.
- 9) Concentrate on Arts and Crafts activities that require inexpensive or scrap materials. You will save money and the children will learn crafts that they can recreate in their own home.
- 10) Wash brushes after each painting session by swishing them in clean water until all color is extracted. After cleaning, store the brushes with the bristles up.
- 11) When you are working with glue, pour small amounts of glue into other containers (small pie plates, paper plates...) and give the children Popsicle sticks for application. Never use brushes, as the bristles are easily ruined.
- 12) Construction paper can often be cut in halves or quarters to avoid waste because children tend to cut into the middle and waste the rest of a large sheet. Save the scraps as they can be used for other projects.
- 13) DO NOT judge the success of an Arts and Crafts session by the appearance of the finished product! The process - the effort, love and care that went into the project is the most important.



Tying it all together

Use Arts and Crafts to reflect and enhance your program plan:

- Create a theme for each week of the program.
- Include stories (from the Library), songs, crafts, discussion topics and games within each day and week's activities.
- Using a theme ties all the crafts, stories, songs, discussions together.
- It makes it easier to plan and organize activities.
- Possible themes include such topics as:

- | | |
|-------------------|------------------------|
| - Animals | - Monsters |
| - Bugs | - Once Upon a Time |
| - Cowboys (Rodeo) | - Outer Space |
| - Colors | - Sea |
| - Family | - Teddy Bears |
| - Grandparents | - Zoo |
| - Letters - ABC's | - Birds |
| - Nursery Rhymes | - Canada (& others) |
| - Opposites | - Circus |
| - Pirates | - Environment (Nature) |
| - Shapes | - Food |
| - Weather | - Jungle |
| - (Our) Bodies | - Numbers - 123's |
| - Bedtime | - Olympics |
| - Christmas | - Pets |
| - Dinosaurs | - Seasons |
| - Farm | - Water |
| - Halloween | |

A Few Extra Ideas

Arts and Crafts

- Tell a story and then have the children draw it
- Paint a picture of an activity
- Finger and feet painting
- Prints using vegetables, sponges, clay or objects
- Leaf rubbing (or with other objects of different textures)
- Paper mache sculptures
- Playdough
- Junk sculptures (use egg cartons, boxes, rocks)
- Castles (from toilet rolls, boxes, etc)
- Paper bag puppets
- Paper plate puppets
- Kites
- Collages (use seeds, toothpicks, paint, magazines, buttons, material)
- Decorate bottles to make vases
- Origami
- Paper flowers
- Pinwheels
- Crayon etchings
- Straw painting
- Decorate balloons
- Masks

Special Events for Rainy Days

Games Tournament:

- Bingo, monopoly, concentration...
- Divide into groups
- Winner of each game gets points
- At the end of the tournament, add up the points to find the winner

Creative Festival:

- Put the children in a group and have them make up words to the tune of a song they already know
- Make a play out of it

Canada Day:

- Draw a map of Canada on a piece of cardboard
- Quiz children on the map
- Have children represent each province and territory
- Make a mural of everything learned
- Quiz children on the capital of each province
- Build something that represents each province (oil wells, fish boats, grain elevator...)

Backwards Day - Topsy Turvy Day:

- Play games backwards - running, relays, walking, hopping
- Tell a story backwards
- Sing backwards
- Say the alphabet backwards

Rain Appreciation Day:

- Make boats and use them in games
- Tell the story of Noah's ark
- Sing songs like "Rain and Shine"
- Drama: shipwreck - Make it into an adventure
- Underwater submarine. Have the children pretend that they have gone on an adventure and have brought back exciting stories to tell their friends.



Odd or Even:

- Give each player several buttons. The object of the game is to obtain as many of the buttons from the others as possible. Jack approaches Sue with a number of buttons in his hand and says, "odd or even?" Sue guesses, "odd". If she is right, she collects half of the buttons in his hand. If she is wrong, she gives Jack half the number of buttons he had in his hand. Anyone can challenge anyone. Set a time limit.

Stars and Straws Race:

- This game can be conducted like a relay race. Establish a start and finish line at either end of the room. Divide the children into teams. Each team is given a piece of paper that is shaped like a star. Each child is given a straw. The object of the game is to carry the star from the starting line to the finish line without touching it with your hands. The star is placed on the starting line and each player must pick up the star with the straw, via inhaling, and carry it to the finish line. If the star is dropped again, the child must pick up the star by inhaling through the straw and continue on.

Human Tic-Tac-Toe:

- Arrange nine pieces of paper on the floor, three across and three length-wise. Divide the children into two teams, one is the X's and one is the O's. A child from each team is alternately asked a question. If answered correctly, the child may choose a paper on the floor to stand on. If answered incorrectly, the child must go to the end of his/her team's line-up. The object of the game is for the players to arrange themselves so that there are three players of one team standing in a row - vertically, horizontally, or diagonally.

Toothpick Balance:

- All that is required is a bottle and some toothpicks. Each player is given about ten toothpicks (best to limit the number of players to three per bottle). The first player balances one toothpick across the open neck of the bottle. The next player balances one of his toothpicks alongside, or on top of the first. This continues until one player causes any of the toothpicks to fall. He must then add all of the fallen toothpicks to his/her pile. The game is over when one player succeeds in getting rid of all of his/her toothpicks.

Basic Craft Recipes

Salt Dough (for baking)

- Stir together $\frac{1}{2}$ cup of salt with 3 cups of sifted flour.
- Slowly add warm water (between 7 and 12 fl. oz.)
- Mix together to make a soft dough. Knead until smooth.
- Leave in a plastic bag for a half an hour before using.
- Roll out with rolling pin and cut designs with cookie cutters.
- (if making beads or medallions for necklaces...remember to put in holes)
- Bake your pieces at 340F. Beads and pins take between 1 - $1\frac{1}{2}$ hours.)
- They are ready when they sound hollow.

Gloop

4 cups flour	$\frac{1}{2}$ cup sugar	1 cup salt
3 $\frac{1}{2}$ cups salt	3 $\frac{1}{2}$ cups water	Tempera paint for color.

Mix dry ingredients. Add water until mixture is about the consistency of cake batter and easy to pour. Divide mixture into as many portions as you want colors. Pour these into empty squeeze bottles...such as ketchup bottles. Must allow to dry for 24 hours. Good for making drawings or paintings with 2-D effect after drying.

Finger Paint

1 cup soap flakes
water enough to make a thick paste
tint with food color

Paint on coated paper, such as shelf paper.
Store in airtight container

Paper-Mache Paste

1 cup flour
2 teaspoons liquid glue

2 cups boiling water
few drops of oil of cloves

- Make a creamy paste with flour and *COLD* water. Then, add boiling water and other ingredients.
- Useful to wrap around balloons. If you put a stone or other object into the balloon before covering with paper mache, you can use it as a musical instrument when it is hardened. Ideal for masks too.

Plaster of Paris

Plaster of Paris

water

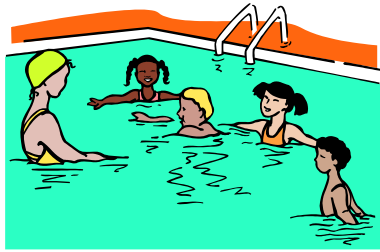
- Pour $\frac{1}{4}$ cup of water into dish. Add $\frac{2}{3}$ cup of plaster. Mix until smooth, always adding plaster to water to prevent lumps forming.
- Dries **VERY QUICKLY**. Don't put down the sink. Ideal for doing hand prints, leafprints, flowers or carvings. Containers of any shape may be used.

Playdough

2 cups flour
1 cup salt

1 cup water
few drops of oil or liquid soap

- Mix all ingredients together.
- Add sand to playdough for a different kind of texture experience. Encourage children to describe how it feels.



GAMES



GAMES

If you want the children at your program to enjoy themselves, you have to be enjoying yourself as well. Children take your cue to whether they will have fun, so try to be as enthusiastic as possible. There are some important guidelines that should be followed when planning and teaching games.

Points to Remember:

1. Have your games planned - do your homework! There is nothing worse than trying to play a game that you do not really know how to play.
2. Arrive at the playground with twice as many games as you'll need for the day.
3. Start off with an old game and then try a new one.
4. Name the game.
5. Explain the game and use a quick demonstration of the game.
6. Ask for questions.
7. Play it.
8. Use your assistants (if you have any) to help start the game, getting equipment ready and arranging the groups, etc.

Things to avoid while playing Games:

- Competition between boys and girls or age groups. It is best to play down competition.
- Two or more strenuous games in a row. It is best to alternate extremely active games with less active games.
- Elimination games. Keep all players involved at all times. You may need to change the role to keep all players playing.
- Favouritism when choosing "It" or "Sides". Be fair; let all players have a chance to be "It" and to start a game, if possible.
- Stopping games when the children are still enjoying themselves. If they are having fun keep going, but don't be afraid to quit a game if you see that the children are not having fun or are bored.

Game Leadership

- Know your game. No matter how simple or how many times you have played a game, review it mentally before giving directions. Look for ways to improve old favorites.
- Give the children an opportunity to suggest means of correcting, improving, or varying the game.
- Needed equipment should be gathered and checked before the group assembles.
- Elimination and high levels of competition are not essential for the playing of games.
- Children understand and remember concepts best when they learn from direct personal experience. Demonstrate actions of the game if required.
- Competition is fun if you compete because you want to, not because you are concerned with who wins.
- If you or someone wants to change the rules, do so as long as everything is fair to all players involved.
- Insist on sportsmanship and fair play. Enforce the rules impartially.
- Change to another game before there are signs of weariness or boredom. This maintains the children's interest and desire to play the game another day.
- See that everyone plays and plays a lot. Never have more than one game per session where the less skilled or less fortunate has to drop out. Alternate slower games with the more strenuous ones.
- Happiness and enthusiasm should permeate the experience. Remember that your own enthusiasm is contagious, and that it is perhaps your greatest asset as a leader.

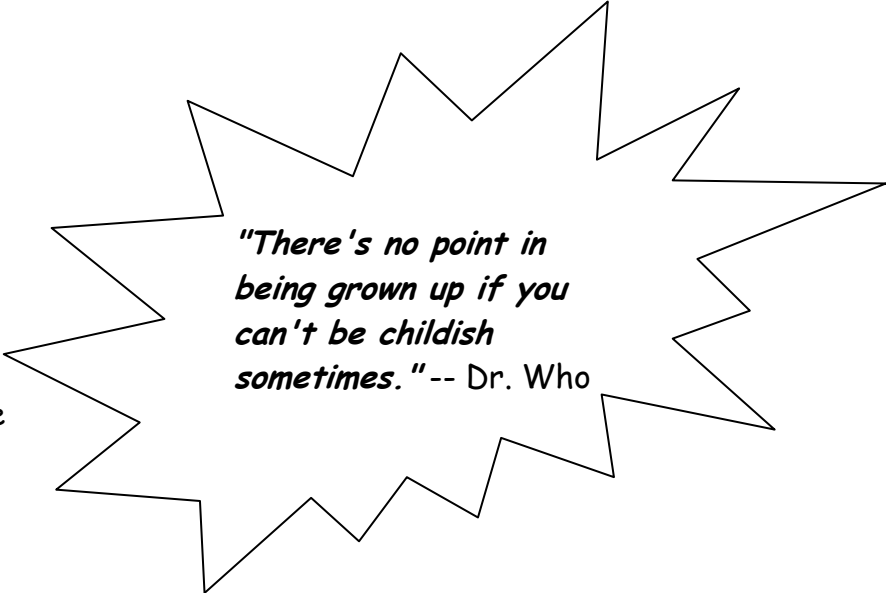
The Importance of Play

- Essential in the life of children as it helps them master their environment, and understand and cope with the world around them.
- In play children discover their strengths and weaknesses.
- It is a non-stigmatizing environment.
- It allows people to be themselves.
- It provides opportunity for social, emotional, intellectual, and physical growth.

MODIFYING GAMES

As a playground leader you may be required to modify a game. There are many reasons to modify a game:

- ✧ Space is limited
- ✧ Equipment is limited
- ✧ Time is limited
- ✧ Large group
- ✧ Small group
- ✧ To include a person with a disability
- ✧ to incorporate a special theme



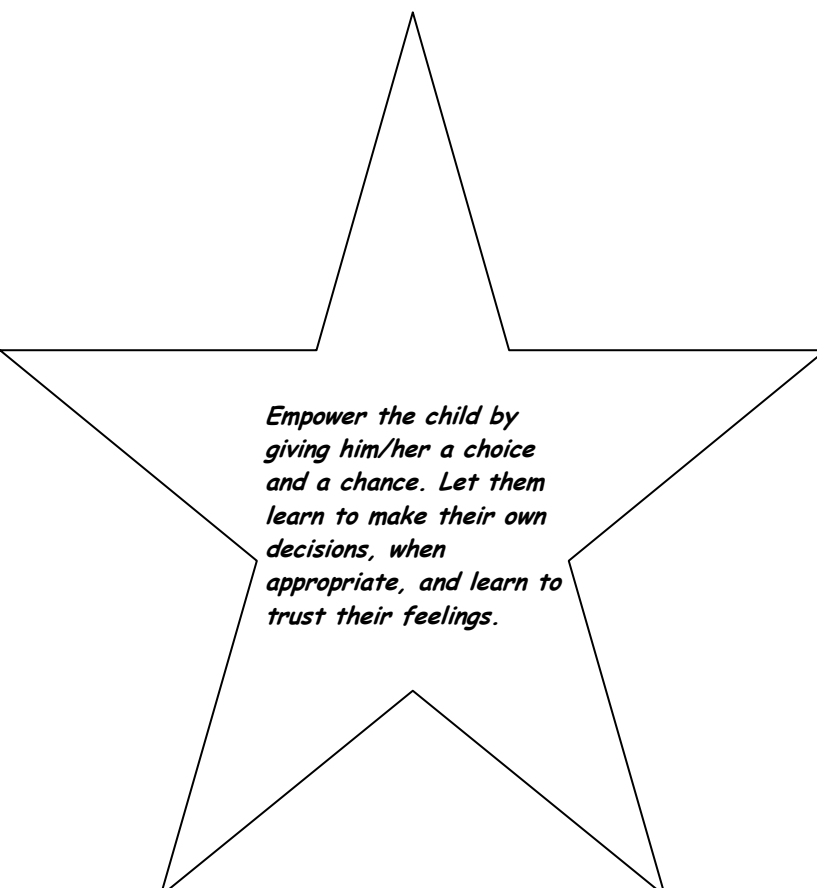
"There's no point in being grown up if you can't be childish sometimes." -- Dr. Who

To modify a game is simple. Here are some examples:

- ✧ change the method of locomotion (walk, run, jump, crawl, etc)
- ✧ change the type of equipment used (add an extra ball to make it more complicated, use a balloon or beach ball to slow things down)
- ✧ change the formation required (pairs, threes. Teams. etc.)
- ✧ use the theme for the week to modify existing games.

Hints and Techniques in Teaching Games

1. *Games must be kept snappy and vigorous.* A good leader stops the game before it becomes dead. The leader's attitude and enthusiasm can do much for a game. It is important to modify a game if it is too difficult or too strenuous.
2. *Name the game.* Briefly explain the rules. If there are many rules, introduce a few at a time. Don't let explanations get too lengthy. Be certain that everyone can see and hear you. Rules must be enforced and decisions must be fair.



Empower the child by giving him/her a choice and a chance. Let them learn to make their own decisions, when appropriate, and learn to trust their feelings.

3. *Resting.* When changing from one game to another, explanation time should also be rest time. Use quiet games or active games to suit the mood and energy level of the group, as well as the weather. (Active games are not ideal in +30C weather - midday sun).
4. *New leaders should be chosen for every game.* Let the less skilled player lead too. Persons with birthdays can be special leaders.
5. *Voice.* Speak slowly and distinctly. Talk to everyone, not only those in front of you. Those who distract and disturb are usually those who cannot see or hear.
6. *Newcomers.* When playing a game and someone just arrives, have one of the more experienced players explain the game to the newcomer. Remember that there is always room for one more player.
7. *Faults.* Minor ones can be corrected during the course of game. For major ones - stop the game and begin again.

After the game is finished, ask yourself a few questions about the success of the game and things that you may change for next time. Jot down a few of these ideas.

Rainy Day Activities

- ☂ Bean Bag Toss
- ☂ Ring around the Rosie
- ☂ Duck Duck Goose (try changing names)
- ☂ Simon Says
- ☂ Freeze/Statues (with music)
- ☂ Zoom - Beep
- ☂ Hot Potato
- ☂ Telephone
- ☂ I Spy
- ☂ Dress up bag
- ☂ Limbo
- ☂ Balloon Volleyball



- ☂ Doggie Doggie where's your bone? - During this game the children sit in a circle and hold their hand like they're praying. One child is the "doggie" and he/she needs to hide their "bone" in someone's hand. The persons who is it needs to guess (3 guesses) who has the "bone".
- ☂ Story Telling - This game is started by the leader. Then each child is to add to the story. Eg. One day as I was walking on the moon...
- ☂ Punchinello - This is a game which is like "copy cat" game...the leader starts by singing: "what can you do punchinello funny fellow, what can you do punchinello funny friend?" Then call out a child's name and they have to do something (skip, jump, twirl, hop, clap...) then when the child does their action the leader sings "We can do it punchinello funny fellow, we can do it too punchinello funny friend!" Then everyone copies what the child did. The game continues till everyone has had a turn.

GAMES...

QUICK LINE UP

This game is played in a square rather than a circle. Start by lining up shoulder to shoulder in four teams (each team forming one side of the square). One person goes into the centre of the square as the spinner. Everyone has to know where he or she is positioned in line.

The spinner spins around and when he/she comes to a stop he/she calls "Quick line up". That's the signal for the teams to regroup around the spinner in their original positions.

Touch Blue

Wear your most colourful outfit for this game. Call everyone over and call out a colour. The rules are simple. You have to touch a piece of clothing that is the same colour as the colour that is being called out. Change the colour and everyone has to find the new colour. The only other rule is that you have to find these colours on someone else, not yourself.

Knots

About a dozen people can play this game. To form the knot, stand in a circle, shoulder-to-shoulder, and place your hands in the centre. Now everybody grab a couple of hands. If you ever want to get out of this, make sure that no one holds both hands with the same person or hold the hand of a person right next to them. It might take a bit of switching around to get the knot tied right.

There are two basic approaches to untangling the knot. The Activists dive right into the problem - under, over, and through their teammates - hoping they'll hit upon the solution. Instead, they might carefully survey the situation before instructing each player precisely where to move and in what order.

Since you're all in the same tangle together, you'll have to come to some agreement as to which approach to follow. (Note: pivoting on your handholds without actually breaking your grip will add a lot of grace and eliminate the need for a chiropractor). When at last the knot is unraveled you will find yourselves in a one large circle, or occasionally, two interconnected ones.

Stand Up

Begin with 2 people sitting down back to back with their elbows linked. Try to stand up together. Once this is accomplished, continue to add another person.

Elephant, Duck, Raccoon, Donkey

Everyone stands in a circle with one person in the middle who points at someone in the outer circle and says "Elephant" (Duck, etc). The people pointed at become that animal and each person on either side of them become the ears or some other part of the animal that the person in the middle states. If not, the person pointed at takes his/her place in the middle of the circle, and become the "pointer".

Elephant - three parts, trunk, two ears (before the count of three) then...

Duck - duck bill, two hands flapping and two wings flapping (arms) then...

Raccoon - two fingers, teeth chattering and two little eye patches (hands) then...

Donkey - do nothing, don't move.

Last person goes in the middle when you say donkey or someone who moves.

People to People

Getting people together is the object of just about every new game. People to People explores just how many ways it can be done.

We pair up and stand in a circle, facing one player in the centre, who is the leader. The leader sets a beat by clapping or snapping his/her fingers and chanting, "People to People". We're not going to let him/her do a solo so we join in the chant too.

Once we're all caught up in the act, the leader substitutes the name of a body part for the word people in the change, keeping the same rhythm, of course. "Back to Back", he/she might say, and as we repeat the chant, we let our bodies follow the directions and assume, without partners, whatever imaginative position the leader's chant has suggested. If he/she says, "Hip to Hip", we bump hips; if he/she says, "Knee to Knee", we face each other and touch knees. Matching body part to body part we continue until the leader shouts, "People to People".

That's the signal for everyone to scamper about and find a new partner. The leader gets lost in the shuffle and finds a partner too. Unless an extra player sneaked in somewhere, there should be a new odd person out. He/she gets rewarded by becoming the new leader and continuing the chant, letting propriety be his/her only guide as to what body parts he/she directs us to connect next.

TAG

All players are active most of the time. Tag games begin with about one fifth of the players being "taggers". These players chase the other players who attempt to escape being tagged. Once a player has been tagged, he/she join the "taggers", and the game is over when all of the players have become "taggers".

Variations of Tag

Poison Tag: "Taggers" must keep one hand on the spot they were tagged.

Ankle Tag: Players cannot be tagged while they are holding another players ankle.

Turtle Tag: To escape being tagged, players lie on their backs with their arms and feet in the air.

Copy Tag: "Taggers" decide upon a method of progression, such as hopping, running, crawling, etc., and the other players must copy them.

Cross Tag: "Taggers" name the player he/she will chase. If another player runs between the "tagger" and the player he/she is chasing, the "tagger" must chase the new player.

Frog in the Sea: Frog sits or kneels in the center of a circle. Players dare frog by running or darting in close to him and saying, "Froggie in the sea, can't catch me!" If the frog tags a player, he/she also becomes a frog and sits or kneels in the circle beside the first frog. The game may continue until a certain number of frogs are caught, or the circle is too full of frogs. The first frog then chooses a new Froggie from the group of children that were tagged.

Midnight: A space is marked off to be the fox's den. The chickens creep into the den asking him, "What time is it Mr. Fox?" The fox may answer that it is any time, but when he says "Midnight", that is the signal that he is going to chase the chickens. The chickens are safe only when they are in a marked goal at the other side of the room. Any chickens that are tagged before they reach safety are kept in the fox's den until either he catches all of the chickens or, another chicken touching their hand saves them.

Chain Tag: Mark off an area for the playing space to keep the players from spreading out too far. The child who is the "tagger" picks another child to help him/her and they join hands. These two try to tag others and, as each child is tagged, he joins the chain in the middle and the chain grows longer as each child joins it. Only the children on the ends of the chain can tag. They players who are being chase may break through the chain or go under the hands. If the chain is broken it must be joined back together again before tagging is legal.

Ball Tag: The players must move quickly and alertly in a circle so as to avoid being hit by the thrown object. You will need a ball. Players stand about one meter apart in a large circle. The circle faces one player in the middle who has the ball. The players run around in the circle as quickly as they can, keeping the same distance apart. The player in the center tries to hit one of the running players with the ball. The players may dodge, duck, or try to avoid the ball, but they cannot stop running and they must not stray from the circle. As soon as a player is hit, he joins the leader inside the circle and helps to throw and collect the ball. The last player remaining running past in the circle is the winner and the next ball thrower.

RELAYS

✧ Best used with large number of people and unlimited space.

Some Tips for effectively planning a relay game:

- ✧ Lines or teams equal in number and ability
- ✧ Demonstrate activity
- ✧ Do not have too many on a team or children will get restless waiting for their turn.
- ✧ Running relays may be long, but relays involving hopping, skipping, etc, should be shorter.
- ✧ Avoid using a wall or any hard surface for the relay, to ensure the safety of participants.



Variations of Relays:

Trains:

The first player, the "engine", runs up to the "station" (turning point) and returns. He then puts his left hand back between his legs. The second player grasps the left hand of the first player and, with the first player leading, both run to the station and return. The second player grasps the left hand of the first player and, with the first player leading, both run to the station and return. The second player then puts his free hand between his legs and three players run up. This is continued until the whole team has been picked up. It is recommended that the teams be sized, tallest at the front for this relay.

Three's:

Formation: Lines made up of groups of three. The second and third player in each group has his hands around the waist of the player in front.

Action: The first group of three runs to the turning point and back. As soon as the first group touches the second, the second group runs, and so on until all have run.

Vaulting Relay: (Leap Frog)

Formation: Line

Action: Players race in pairs. The first player takes two steps forward, and the second player leaps over him, moves a couple of steps forward and "makes a back" and the first player leaps over him. Thus, alternating they progress to the turning point and back. They touch the second couple and they do the same until all have had a turn.

Stride Relay:

Formation: Line or spoke. All players sit side by side, facing the same side, legs straight and together.

Action: The first player jumps to his feet and runs, striding over the legs of the sitting players until he has run right down the line. He then turns and runs behind the sitting players, back to his place. As soon as he is sitting, the second player runs down the line back behind the sitting players to the end of the line, over the first player and sits in his own place. This run is repeated by the third player etc. until all have had a turn.

Variations: Have all players lying face down. Have all players kneeling with hands on the floor, body in ball shape.

Obstacle Race:

Formation: Line with three of the players lined up about twenty to thirty feet ahead of the rest of the team, and about four or five feet from each other. The first and third player stands erect. The second stands astride. These players are the obstacles.

Action: The first of the remaining players run up to the first obstacle, right around the obstacle once, then goes between the legs of the second obstacle, and then runs right around the third obstacle and back to the file, touching the second player on his way. The second and following players repeat, until all except the "obstacle" have run.

Variations: Use more obstacles. Have players straddle crouching obstacles.

Partner Race:

Formation: In shuttle formation, partners stand with inside arms around one another.

Action: Run together to the turning point and back, and touch the second couple who then take their turn, and upon their return they touch the third couple and so on until all have had their turn.

Variations: Partners have to make a full turn together when a signal is given. Partners stand back to back and clasp hands. They move sideways by means of galloping sidesteps.

Arm Chair Relay:

Formation: Line. The lightest player is selected to be the rider. The others face each other and join hands to form a chair.

Action: The rider sits in the chair formed by the first two players and is carried to the turning point. From here the rider returns alone to the starting point and then rides again with the next two players, until all of the players have had a turn. If the original file has an even number of players, it will be necessary for an extra player to run back with the rider to make a chair, when it is the turn of the last player to run.

Variations: Use a shuttle formation.

The Parachute

The parachute is a favorite for all children, but especially for the very young. It adds a special spark to any gymnasium session, where the number of 'chute games and activities are limited only by the imagination of the teacher and participants.

The parachute brings a sense of belonging to each child who assumes his place. As each grips the edge, the smallest, and physically awkward, and yes, even the "turned off child" can be motivated to participate in these intriguing exercises.

The parachute for the very young provides an excellent opportunity for co-operative play. Simple activities are used for this age group to introduce them to circle games, activities involving change in direction, and simple commands such as "up", "down", and "under".

The parachute is a fun way to integrate parent participation.

Teachers Tips...

It is recommended that parachute activities are limited to only part of a gym session (for preschool children, 10-15 minutes is ideal)

The centre hole poses a danger to youngsters who like to peek. For obvious reasons, children should be cautioned never to poke heads through the center.

Running under the canopy should be discouraged unless only one or two children are involved at a time.

Talk Time...

Equipment: Small, medium or large parachute

Object of the game:

To use the parachute as a means of bringing children together for conversation, etc...
A good place to start a new class, introduction of teachers, etc...
A safe place to discuss surroundings.

How to play: Spread parachute on floor
Everyone lies (sits, kneels) on parachute facing the center.

Let it Fly! ...

Equipment:

Small or medium parachute

Object of the game:

To perform the appropriate actions of the poem and create a rising mushroom effect with the parachute.

Develops language skills, cooperation, timing, grip, and release.

1. Everyone must find a designated spot of the floor before chute hits the ground.
2. One child should be selected to pick up chute.

How to Play:

1. Children hold the parachute.
2. "Down on the floor
Way up high
Down to the Floor
Way up high
Down to the floor
Now! Let it Fly!"
3. Teacher: "Wave Bye Bye" (two hands)

Mount'n Stomp...

Equipment: Small parachute

Object of game:

To trap air under the parachute forming a mountain.
Develops listening skills
This activity is more effective with a limit of six climbers

How to play:

1. Hold parachute
2. Lower and raise parachute three times.
3. The fourth time, lower, then trap the air by kneeling on the edge of the parachute.
4. Select mountain climbers (six children or less)
5. Climb slowly over the mountain on hands and knees forcing the air out.
6. "Find a new place on the parachute."
7. Select group 2 for climbing.

Pete Parachute Says...

Equipment: Small or medium parachute

Object of the game:

To get children to imitate the instructors through visual and verbal commands.
Develops listening skills, body image, and spatial awareness.

How to Play:

1. Instructor calls out:
"Pete Parachute says:
Kneel this way...
Sit this way...
Stand up fast...
Lie down slow...
Cover up your shoulders...
Go to sleep...
Etc..."

