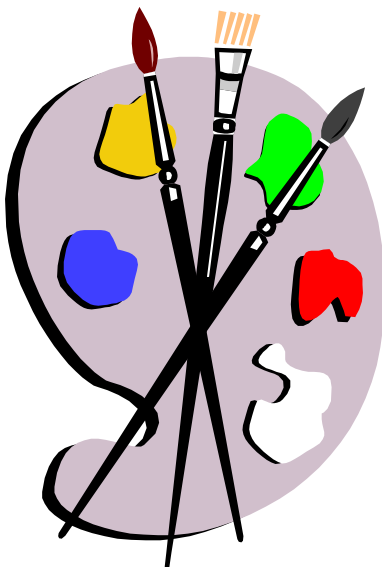




# PLAYLEADERSHIP

## Training Manual



**Manitoba**

*Building for the Future*



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## Early Childhood-Five to Eight Years of Age

<b>What they are like</b>	<b>What they need</b>	<b>What they like to do</b>
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

<b>What they are like</b>	<b>What they need</b>	<b>What they like to do</b>
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

<b>What they are like</b>	<b>What they need</b>	<b>What they like to do</b>
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!**