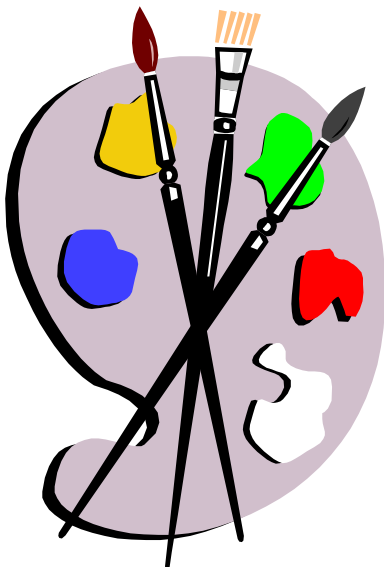




PLAYLEADERSHIP

Training Manual



Manitoba 

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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

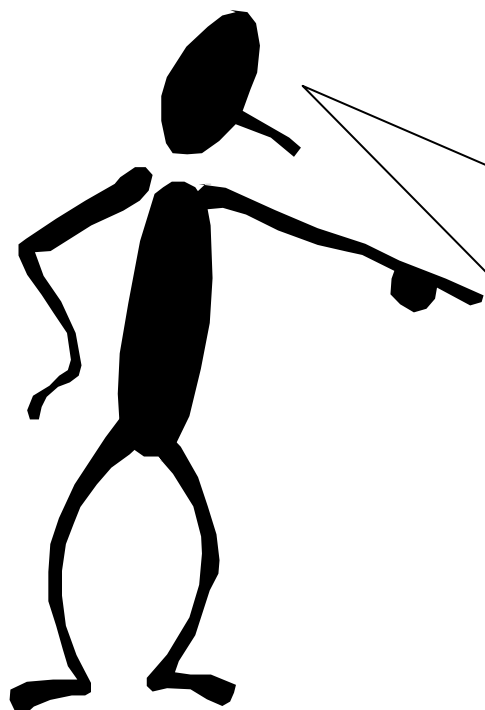
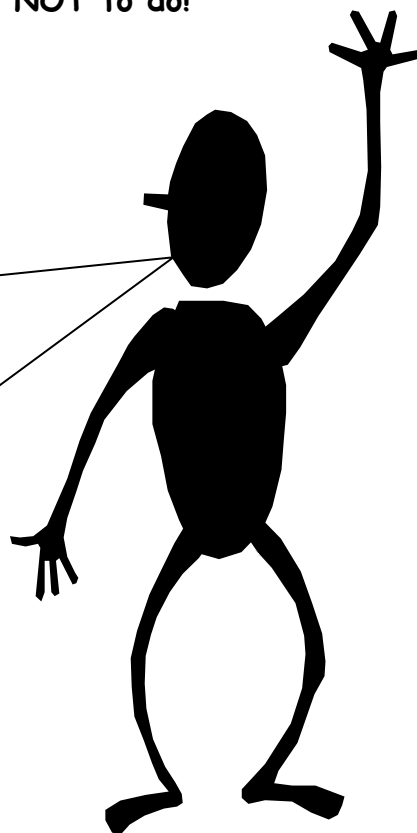
- **Communication**
- **Guidelines**
- **Consequences**
- **Consistency**

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:

<u>Rules</u>
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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5)

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

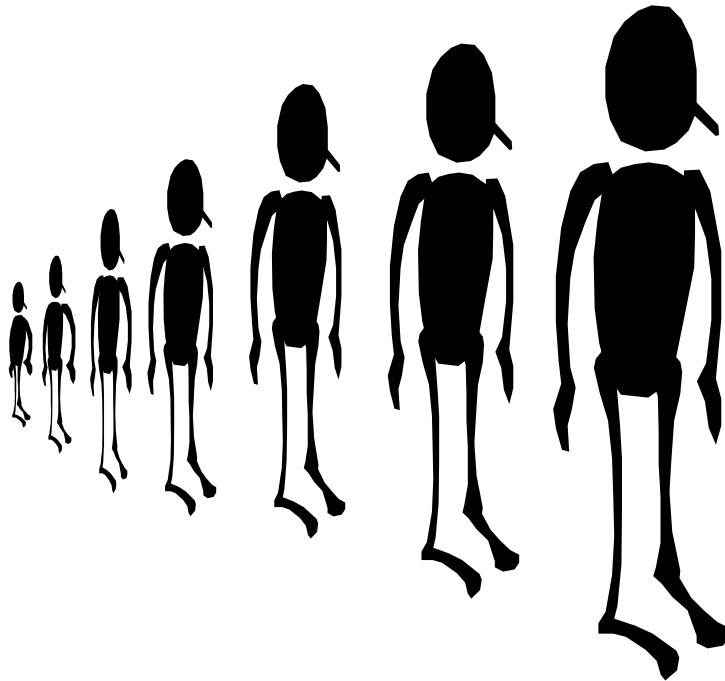
- 1) ***Patience, patience and more patience.*** Even though you may be extremely upset about the child's behaviour, it is important that you stay calm. At times, children are hoping that you will lose control so that they can gain attention from their peers. If you remain calm, the child will not get 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.