



A Peel Health Program

# Playground Activity Leaders in Schools

Motto: There is always room for one more.

## Leader Handbook



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# Leadership Qualities

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

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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

# Communication

Communication has three important parts:

## 1) What I say:

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



## 2) What I do:




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

## 3) How well I listen:

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

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

# Communication Styles

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



# Conflict Resolution

Conflict is a natural part of everyday life.



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



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



Conflict is usually caused by poor communication.



# Cooling Down A Conflict

## Wait and Cool Off

This gives everyone time to calm down and think clearly.

### Example:

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

## Make a Deal

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

### Example:

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

## Use Humour

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

## Apologize

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

### Example:

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

## Talk It Out

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

### Example:

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



# Cooling Down A Conflict

## Walk Away

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

## Ask them to Stop

### Example:

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

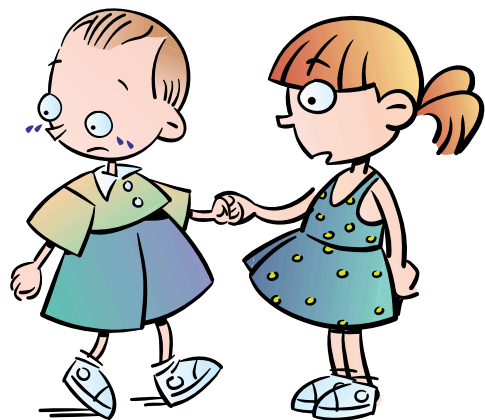
If you have tried 2 of these problem solving approaches and the situation has not changed, then it is time to ask an adult for help.

## Ask an Adult for Help

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

### Example:

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



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

# Problem Solving Worksheet

1. Identify Problem:		<ul style="list-style-type: none"> <li>• What is happening?</li> <li>• How are students feeling?</li> </ul>
2. Think of possible solutions	<ul style="list-style-type: none"> <li>• Wait and cool off</li> <li>• Make a deal</li> <li>• Use humour</li> <li>• Apologize</li> </ul>	<ul style="list-style-type: none"> <li>• Talk it out</li> <li>• Walk away</li> <li>• Ask them to stop</li> <li>• Ask for help</li> </ul>
3. Think of what the consequences will be    If _____ then _____		
Will students feel:	<ul style="list-style-type: none"> <li>• respected and treated fairly?</li> <li>• safe on the playground?</li> <li>• praised for trying their best?</li> <li>• that bullying is not acceptable?</li> <li>• respect for the rules of the game and the school?</li> <li>• committed to our motto "there is always room for one more"</li> </ul>	
4. Pick a solution and act on it:		
<ul style="list-style-type: none"> <li>• Use assertive communication</li> <li>• Get students to agree to the solution</li> </ul>		
5. Monitor Situation		
Has the situation been resolved? Do you need to use another approach? Have you tried two approaches to solving the situation? Is it time to get help from another P.A.L.S leader or an adult?		





# Fair Play!

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

## Partners

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

## Teams

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

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