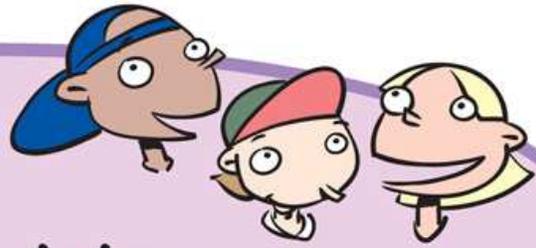


# Student Leader Training



Playground Activity  
Leaders in Schools



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## **P.A.L.S. Leader Training Outline**

Total formal training approximately 3 hours in length:

- Initial training day: two and half hours plus a break
- 1 Lunch meeting: session run over one lunch period

Initial training day

1<sup>st</sup> hour

- Welcome and ice-breaker
- Safety on the playground-school staff can speak to this issue
- Qualities of a leader and leadership styles
- Communication skills
- Bullying

-Recess or Lunch break-

2<sup>nd</sup> hour and half

- Let's Play
- Games Training
- Leader responsibility and commitment

Lunch training meeting- one meeting

- Conflict resolution scenarios and discussion
- Teach more games-time permitting



### **Discovery Bingo**

**Instructions:** Instruct the participants to move around the room trying to get name signatures in each box by asking the other students questions. They can only get one signature from each person and cannot sign their own sheet.  
E.g. "Do you keep a diary?" If the student answers yes, they put their initials or name in the box.

The students can yell out "Bingo" when they get a horizontal or vertical line of initials. This warm-up can end when 3 people get Bingo or when everyone gets Bingo depending on how much time you have.

Prize option: PHN can give out P.A.L.S. tattoos.



## Leadership Qualities

Have the students work in groups of 4-5 for this exercise. (If they are not already sitting in groups, this may be a great opportunity to use one of the examples from “Let’s play – forming teams”.)

**Intro:** As P.A.L.S. leaders, it is very important that you understand the qualities required to be a good leader. Leadership is not about being the boss – leadership is about getting people to work together to accomplish something.

**Instructions:** Have a look at the page titled “Leadership Qualities”. Read through the qualities listed. Then as a group, decide which are the five most important qualities you feel a leader needs to have in order to be a good leader. You have about 5 minutes.

**Discussion:** Once everyone has completed the page, start with one group and ask them to read out their answers. Write the responses on a flip chart paper. Have the group share the reasons why they chose those particular qualities. Elaborate using the background information. Continue with all the groups. When an idea is repeated, put a checkmark beside the original to indicate it has been said more than once.

### Background information:

- Open to other’s ideas – a leader must be able to take constructive criticism and be open and willing to learn from others. There may be a better way to play a game or run the group.
- Caring/motivates others – it is important to praise a job well done or a good effort. This encourages participants to want to continue and helps them to have fun. Stay calm – don’t lose your temper.
- Guides people/can lead and can follow – a leader must be able to ask for help and delegate tasks. Others can be in charge sometimes. Try to allow everyone a chance to shine.
- Problem solver – as a leader, you will be looked at to make decisions and solve small problems when they arise.
- Good listener – in order to solve problems and be open to other’s ideas, you need to be a good listener.
- Responsible/organized – you will be responsible to show up on your assigned day or find a substitute. You will be responsible for the equipment.
- Honest – admits mistakes and learns from them.
- Patient – a good leader is tolerant and fair and treats everyone equally.
- Funny – people are more likely to be willing to participate when the leader is in a good mood; a grumpy leader will not be popular. Be positive and fun!



## **Being a Leader**

**Intro:** These cartoons show many different types of leaders.

**Instructions:** Review the cartoon captions one at a time with the large group. Ask the students:

**Do you think that student makes a good leader?**

**Why would you pick that leader?**

**Why wouldn't you?**



## Communication

**Intro:** Talk about communication being a two-way street: sending a message by **talking and body language** and receiving the message by **listening**.

Highlight the key points outlined under each of the sections in the P.A.L.S. handbook  
Communication is divided into three parts:

- Speaking: What I Say
- Non-verbal: What I do
- Listening: How Well I Listen

**Instructions:** For each of the three components of communication there is an activity that demonstrates the key information you want to get across. First, demonstrate the activities outlined in the following pages. Ask the group to identify what component of communication you were demonstrating? Then share some of the key points you feel you need to highlight. There are some listed below.

### What I Say: Broken Telephone Line

P.A.L.S. leaders should:

- use simple language with the students they are leading as most of the participating students will be younger.
- give clear instructions.
- be a good listener.

### What I Do: Communication Demonstrations related to leading games

P.A.L.S. leaders should:

- use a tone of voice to create enthusiasm and encourage their participation.
- make sure everyone understands. Ask “Does everyone understand how to play the game?”
- be aware of messages you send your non-verbal communication.
- demonstrating how to play a game is just as important as giving instructions.
- use eye contact with participants.

### How Well I Listen: Hand to Chin

P.A.L.S. leaders should:

- make sure what you say matches what you do.
- listen to other peoples ideas and feelings. They may know a fun way to play the same game that the group may like.
- ask for clarification if you do not understand.



## Communication

### Broken Telephone Line (What I say)

**Intro:** This activity demonstrates the importance of speaking clearly and using simple, concise language to communicate, as well as the importance of listening.

**Instructions:** Decide on a message that has 2 or 3 main ideas e.g. *“Let’s meet on the playground near the basketball nets at recess and bring a basketball”*. Whisper the message to the first person and then ask them to whisper it to the next person and so on. If your group is large or your time is limited, you may choose to limit the number of students involved. Determine ahead of time whether you will allow the message to be repeated if the person did not hear it the first time. Ask each person to speak clearly and slowly. The last person to receive the message then tells the group what they heard. The message usually is different than the original message. Ask the first person to repeat the message you told them.

### Communication Demonstrations related to leading games (What I do)

**Intro:** This activity demonstrates the importance of how your body language and enthusiasm affects group participation.

#### Instructions:

**A.** Use the following or similar statement. “Hi Sarah, come and play SPUD ball with us. It will be lots of fun.”

First, say the statement using a monotone voice and with your eyes looking down at the ground. Don’t use any gestures to encourage them to join you. Second time, repeat the statement with good eye contact, arm gestures to encourage them to join the fun while using a tone that is enthusiastic and excited.

**Debrief:** The exact same words, said with different body language, equals a different message. (The same message will be interpreted differently by the participants depending on how it is communicated.) Ask students what specifically was better about the second statement.

**B.** Demonstrate how a game can be taught poorly and then how the same game can be taught clearly. E.g. Alphabet ball game - the Alphabet ball game is played with a group of children in a circle and a medium soft ball. The first person with the ball says something that starts with the letter “A” such as “alligator” and then throws the ball to anyone in the circle who says something that starts with the letter “B” such as “book”.



## Communication

Using students from the PALS training group, first relay the instructions without eye contact and a monotone voice, while bouncing and playing with the ball, and without demonstrating the throw or giving examples of words that start with “A”. “B”, etc. The second time, repeat the instructions for the game with eye contact, clear instructions, and demonstrate throwing and catching the ball with examples of words that start “A”, “B”, etc. Ask students, “Do you understand how to play”?

Debrief: Which instructions are clearer and less likely to result in confusion? Why?

### **Hand to Chin (How well I Listen)**

**Instructions:** Ask the group to follow you. Demonstrate the actions with them at the same time as you tell them what to do:

Extend your arms in front of you, parallel to the floor.

Now, make a circle with your thumb and forefinger.

Now, bring your hand to your chin. *(as you say this, bring your hand to your cheek)*

Pause *(most of the group will have followed what you did and brought their hand to their cheek)*

Debrief: Important to make sure what they say matches what they do when demonstrating games. Also, listening is an important part of communication.



## Communication Styles

### Introduction:

This activity demonstrates the importance of using an assertive approach when interacting with others and how feelings and emotions can effect communication

### Instructions:

- Using the following or similar statement ‘Do you want to play tag?’ role play for the group an example of a non-assertive approach. Ask students what message was sent through your emotions, body and verbal language. Review some key points for this approach with the group.
- Ask for a volunteer role play an aggressive approach using the same statement. Have students identify the message that was sent through the volunteer’s emotions, body and verbal language. Review some key points for this approach with the group.
- Ask for a volunteer role play an assertive approach using the same statement. Have students identify the message that was sent through the volunteer’s emotions, body and verbal language. Review **all** points for this approach with the group

Debrief: Which approach would be the most successful? Why?



## **Bullying Hurts... inside and out**

**Intro:** The most common place for bullying to occur is on the playground. One study showed that 81% of all bullying occurs on the playground. One of the objectives of the P.A.L.S. program is to decrease the frequency of bullying and conflict on the playground. As P.A.L.S. leaders one of the things we would like you to do is be able to identify a bullying situation and know how to respond to it.

### **Instructions:**

- Review the definition of bullying and bullying behaviours.
- Point out the difference between accidents and behaviours that are deliberate. Use examples to explain.
- Discuss how most bullying situations happen more than once and how the bully will look for their victim.

### **Steps to prevent bullying:**

- Talk about the types of students who may be targets for bullying: students who play alone, shy, quiet, don't have a lot of friends etc. Be careful not to label.
- When you see someone playing by themselves, encourage them to join the game.
- Some students may not be confident in their skills and need assistance and encouragement. Offer praise.
- Watch for students who don't want to participate in the game you are playing but just want to hang out near you. This could be because they have been bullied in the past and know they are safe near you as the leader. Try to encourage the student to join in.

### **Steps to take when bullying occurs:**

- You are a leader on the playground. This doesn't mean that you need to put yourself in an uncomfortable or dangerous situation.
- If you show that you are confident and can stand up to a bully, they are less likely to try to bully other students when you are out on the playground.
- You are a role model for other students and they will learn from you based on how you respond to the bully.
- Don't be an onlooker when it comes to bullying as this is considered to be part of the problem. Try to encourage others to take action.
- Review the suggestions in the leader book



## Conflict Resolution

**Intro:** Conflict happens when two or more people think differently about a situation or idea. It is often the result of poor communication or a misunderstanding. Conflict is a part of everyday life and we all need to learn effective ways of dealing with it. Conflict resolution offers solutions to solving conflict so both sides feel their needs have been met. There are two types of problems; “small” ones that are relatively easy to solve and “big” ones that require adult assistance. Ask students for examples of small and big problems. E.g. small problems include: arguing, not listening and big problems include: physical fights. Talk about the difference between “telling” and “tattling”.

**Instructions:** The next page in the handbook offer several ways of resolving conflict. Have the students read the different ways of resolving conflict.

Listed below are possible examples of conflict the P.A.L.S. leaders may have to deal with while leading the games. Each scenario is written on a laminated card (see Appendix A). Have students work in groups. Give each group a card and have them identify which problem solving approaches (page 9&10 of leader handbook) may be effective using the Problem Solving Worksheet (page 12 of the leader handbook). They may also come up with a strategy of their own they feel would be appropriate and effective.

Option 1: When each group has had a chance to decide on their approaches, have them read their scenario and problem solving approaches.

Option 2: Have the group role play the scenario and their chosen problem solving approaches to the group.

Depending on time, you may choose to discuss all five scenarios or simply choose three. IF more than one group is using the same scenario, have the first group share back one problem solving approach and second group share a different strategy.



## Conflict Resolution

### Situations

1. A group of students are playing a skipping game and a few students are pushing while they are waiting for their turn.  
E.g.- Ask them to stop ( explain that everyone will get a turn. The pushing has to stop before someone gets hurt.)
2. It is morning recess and you are telling a group of students the rules for a new tag game. While you are trying to explain the rules a few students want to share a different way to play the same game.  
E.g.-Make a deal (we are going to play the game this way now because we don't have a lot of time. We will play your way during the lunch recess when you will have more time to explain it.)
3. You are playing a ball game and one student has been seen cheating a number of times. You can see the others are becoming frustrated with this person.  
E.g.-Talk it out (remind the whole group about the rules of the game and that everyone has to play by the rules. This way you are not singling out the person. If the cheating doesn't stop take them aside and speak to them.)
4. You are playing a game of hopscotch and the kids are laughing and making fun of a student who is having difficulty not stepping on the lines.  
E.g.-Apologize (talk about how we don't make fun of people and ask them to apologize to the person. If the problem continues get an adult because teasing is not ok.)
5. A group of students refuse to let another student join their game of tag because they have already started.  
E.g.-Make a deal (the student can join after the next person gets caught.)
6. A group of students are playing a ball game. An older student grabs the ball and refuses to give it back.  
E.g.-Ask an adult for help (an adult can get the situation under control quickly.)
7. A group of students are playing four square. One of the players misses the ball but refuses to leave the game to allow other students to have a turn.  
E.g.- Talk it out (remind the whole group about the rules of the game and that everyone has to play by the rules.)



### **Fair Play!**

1. Review or refer to the **tips** (depending on time). Many of these may have been discussed during the leadership, communication and conflict resolution segments.
2. **Finding partners or forming teams.** Demonstrate some or all of these to the group at the beginning of the games training session. (time permitting)
  - E.g. Partners: Instruct everyone to start hopping on one foot, either their left or their right. Then instruct them to find a partner that is hopping on the same foot.
  - E.g. Teams: Count the students off into two groups by assigning each either the number "one" or the number "two".



## Games Training

This training is best done outside or in the gym, dependant on weather and space.

**Instructions:** There are many games that will require someone to be “it”. Start the training as a large group with “Who goes first” games such as “One Potato, Two Potato...”

Continue with instructions for finding partners and forming teams. See Let’s Play on the previous page.

Games (gym or outside)

- Set up 3-4 stations (skipping, tag, ball games, etc.) with equipment.
- Divide the P.A.L.S. leaders into 3-4 equal groups.
- Allow an equal amount of time at each station.
- Choose 4-5 games that will be taught at each station.
- After 15-20 minutes (time dependant on school), blow a whistle and have the students rotate stations.
- Each group will rotate through all the stations.



### **Commitment and Certificates**

At the end of the last training session leave time to hand out completion of training certificates and discuss the Playground Leader commitment requirement form found on the back page of the student leader handbook. The students are to sign the page before their next meeting with their supervisors.

## Appendix A

### **Situation #1 – Conflict Resolution**

A group of students are playing a skipping game and a few students are pushing other kids while they are waiting for their turn.

What two problem solving approaches could you use to deal with this situation?



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## Situation #2 Conflict Resolution

You are telling a group of students the rules for a new tag game. While you are trying to explaining the rules a few students want to share a different way to play the same game.

What two problem solving approaches could you use to deal with this situation?



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## Situation #3 – Conflict Resolution

You are playing a ball game and one student has been seen cheating a number of times. You can see the others are becoming frustrated with this person.

What two problem solving approaches could you use to deal with this situation?



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## **Situation #4– Conflict Resolution**

You are playing a game of hopscotch and the kids are laughing and making fun of a student who is having difficulty not stepping on the lines. a turn.

What two problem solving approaches could you use to deal with this situation?



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## **Situation #5 Conflict Resolution**

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

What two problem solving approaches could you use to deal with this situation?



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## **Situation #6 – Conflict Resolution**

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

What two problem solving approaches could you use to deal with this situation?



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## **Situation #7 – Conflict Resolution**

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

What two problem solving approaches could you use to deal with this situation?



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