



Playground Leaders

Teachers Resource Pack

Year 5 Class Teachers Pack



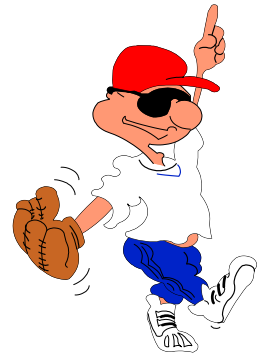
The aim of the Playground Leaders Scheme is to introduce and develop leadership skills in Y5/Y6 children. As such the course the children will follow has a similar emphasis and content to the Sports Leaders UK Young Leader Award which many primary and secondary schools now offer.

This pack is designed to help you deliver the Playground Leaders Award in your school. It will hopefully give you some background information on what Playground Leaders is all about. It will help you plan the pre-course work, provide the worksheets you will need and answer any questions you may have. It is designed to be as user friendly as possible and should NOT entail too much work.

The aim of Playground Leaders is to introduce and develop leadership skills in Yr 5 and 6 children by training them up and getting them to organise activities for other children in the playground. SASP has provided training for lunchtime supervisors and LSA's to help with the organisation of this. You may also wish to contact your School Games Coordinator at your local secondary school who may also be able to support you.

One of the aims of the scheme is that it will increase the amount of physical activity undertaken during playtime and reduce the amount of anti-social behaviour. It is hoped there will be a whole school impact in terms of children's behaviour both at lunchtime and in afternoon lessons. The scheme will also hopefully raise self-esteem and self-confidence of the leaders.

The playground leaders scheme has been run in a number of pilot schools involved in the PESS investigation. You can read their story on the QCA website (www.qca.org.uk/pess).



The following top tips have been suggested by members of staff from the primary schools taking part in a pilot project and are examples of some of the good practice that is taking place. Many of these address aspects of the citizenship agenda; you may find them useful.

Selecting the Playground leaders

Interested children from Y5/6 are asked to complete an application form. This should be handed back to the class teacher and all will be trained at the class teacher's discretion. This process raises the profile and importance of the playground leaders and is an extremely valuable educational experience for all the children involved in the selection process.

Whole School Awareness

Some teachers decided to put aside a whole school assembly to present the playground leaders with their certificates, and to also explain the scheme to all the children so they would know what was going to take place in the playground. In subsequent assemblies the children were told what games were going to be played and were given a brief explanation of the games. This has helped to clarify the expectations of the scheme in terms of involvement and behaviour to all the children.

Involving the Midday assistants

The lunchtime supervisors have been given the opportunity to be trained in organising the Playground Leaders. Experience shows that the schools where this has occurred report that their supervisors feel part of the scheme and are therefore more likely to get involved in organising activities. Pupils also feel confident about approaching them to discuss new ideas or problems. Another approach is to appoint one midday assistant who is in charge of the leaders on the playground and they can give the leaders support and immediate feedback. The midday assistant can then report any potential problems to the Primary Link Teacher.

Building up a Resource Pack

Children in some schools have been encouraged to continue to use the STEP sheets (included later in this pack) to help plan new games for their sessions. The children evaluate the games on the back of the sheet and then all the sheets are kept in a file that is available to all the playground leaders. Once the leaders have been active on the playground for a few weeks their confidence grows and they want to introduce more games. Having a resource pack that they can turn to for inspiration is extremely useful.

Playground Leader Rota

To help the PGLs organise the activities some schools produced a rota that identifies when each leader would be involved. It is not fair to expect a PGL to be actively involved in leading every play-time. It is also helpful for all the children to know who is going to be organising the games during play so they know who, what and where to go. This idea has worked well as the PGLs can make sure that the activity is appropriate to the age of the class and it makes it easier to hand out the right sized equipment. It also avoids the issue of safety when children from different aged classes are playing together. In small schools, Playground Leaders could just work on two lunchtimes, rather than run the scheme every day.

Handing out Equipment

Storage space can be at a premium but where possible if equipment for each game can be stored in a separate basket then the PGLs can get it out onto the yard much quicker. It means that the PGLs know exactly what equipment they are responsible for and they find collecting equipment back in much easier. The rules of the game and a copy of the STEP sheet can also be kept in the basket as a gentle reminder to the PGLs. Some schools have involved the student council and the PGLs in the ordering of the playground equipment and this has helped to develop a sense of ownership of the equipment.

Controlling Behaviour

Whenever children are playing there are the inevitable squabbles and falling out or some children just disrupt the game. The leaders need to have a very clear structure in terms of what to do when children are misbehaving and when they need to go and ask for support from either a midday assistant or a teacher.

Playground Leaders Record Book

Some teachers have encouraged the PGLs to keep a record book which can be amended to include information on such things as:- a log of the games they have played; identify the games that certain classes enjoyed; how many children took part in the games; how active the games were; names of children or classes who played well together; list of equipment that was lost or needs replacing etc.

Good Behaviour Reward System

In schools that operate a class rota system they have developed a reward system for good behaviour. When the PGLs think that members from a class have worked particularly well they can stamp a smiley face on a chart that lists all the different classes. At the end of each month the class with the most stamps gets extra house/team points. At the end of the term or year the children could be awarded a fair play certificate and/or a class trophy could be awarded.

Play Stops

Even when a class is allocated a team of PGLs and know where to go in the playground some children are still reluctant to go and join in. Play stops have proved to be very successful where the play stop sign is put out onto the yard and children know that if they stand by the sign then a PGL will invite them to join in a game.



Playground Leaders Scheme

A New Opportunity for Year Six Children!

Are you interested in becoming a playground leader?

Would you be prepared to:

- Give up some of your lunchtimes
- Help to organise games & activities for younger children in the playground
- Be responsible for handing out & collecting in play equipment
- Help to make your playground a safe & happy place to play
- Complete a playground leaders course.

Please see your class teacher for more details and an application form.

Task 2

Complete the worksheet titled *What Goes on in Your Playground?*

The information collected should be used to discuss playground issues eg number of children using each space, the age range of the pupils in the area, the time available, the equipment available, what types of activities would be safe to play in their playground etc.

WORKSHEET 1

What goes on in your playground?

How long do you have to play on your playground at lunchtime?

Which year groups are playing on your playground?

What equipment is being used on the playground?

Do you have any areas on your playground where special things happen?

What do children play on your playground?

What games are organised on your playground?

Who organises the games on the playground?

Have a look around, how many children have nothing to do?

What happens to children with no one to play with?

How many children are active in your playground? e.g. football, hopscotch, skipping and nice chase games.

Task 3

The children also need to discuss the qualities needed to be a good playground leader. The children can work in small groups to complete the worksheet provided on the qualities of a good and bad leader (Worksheet 2) and then feed back to the whole group. There is a wordsearch to back this section of work up if you would like to use it.

Next, the pupils need to discuss what tasks they think the playground leaders need to do. Pupils can work in groups or individually and feedback to the rest of the group. This work can be done on a sheet of paper. This section should include such things as giving out equipment, ensuring all equipment is given back in, deciding what activities should be run, ensuring all children who want to be are involved, how many children can safely play the game, how much space will be needed etc.

A Playground leader
should not be.....

A Playground leader
should be.....

Bossy

Rude



Helpful

Fair



Try and think of at least five more describing words for each picture.

WORKSHEET 3

<i>'Find the Leader'</i>																	
U	N	D	E	R	S	T	A	N	D	I	N	G	R	T	F	C	R
N	F	Y	B	G	U	R	E	N	D	B	A	L	L	O	R	O	E
I	E	N	T	H	U	S	I	A	S	T	I	C	A	H	I	N	S
H	H	A	N	O	F	K	A	I	L	T	H	O	O	A	E	S	P
O	O	M	U	N	O	H	E	H	C	E	S	N	R	N	N	I	O
C	P	I	H	E	O	E	H	C	E	N	T	F	G	D	D	D	N
W	E	C	R	S	T	A	N	R	R	E	L	I	A	B	L	E	S
T	I	G	L	T	B	D	F	I	C	T	I	D	N	A	Y	R	I
N	D	T	U	E	A	U	O	C	H	B	B	E	I	L	E	A	B
E	N	H	F	F	L	E	M	K	A	A	B	N	S	L	D	T	L
I	E	E	P	A	L	T	E	E	S	L	A	T	E	S	G	E	E
T	P	O	L	I	T	E	L	T	E	L	R	Q	D	A	G	J	L
A	S	S	E	R	T	I	V	E	H	O	O	P	B	A	L	L	N
P	E	A	H	A	T	S	G	N	I	G	A	R	U	O	C	N	E

These are words which describe a good playleader. Find these words on the grid and ring them.

FAIR	ASSERTIVE	ORGANISED
PATIENT	RESPONSIBLE	RELIABLE
CONFIDENT	ENCOURAGING	KIND
POLITE	CHEERFUL	FRIENDLY
UNDERSTANDING	CONSIDERATE	HONEST
HELPFUL	ENTHUSIASTIC	DYNAMIC

There are 10 sports and games hidden in the grid. How many can you find ?

.....

.....

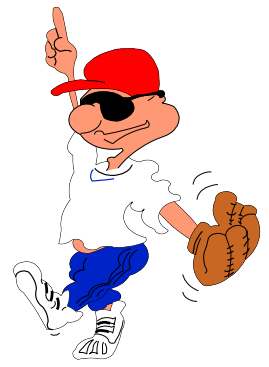
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TASK 4

Pupils need to be given an application form that potential Playground Leaders should fill in. Entry onto the Playground Leaders Scheme is at your discretion.

Playground Leaders Application Form



Name.....

Class teacher.....

Complete the sentence giving reasons why you would like to be a playground leader.

I want to be a playground leader
because.....
.....
.....
.....
.....

Circle **5** words below that you think describe a good playground leader.

- | | | | | |
|--------------|----------|--------------|---------|-------------|
| Organised | Bossy | Enthusiastic | Helpful | |
| Rude | Reliable | Happy | Cheat | Responsible |
| Bad mannered | Keen | Confident | Unfair | |

Describe a game that you think the children would like to play in your playground.

.....
.....
.....
.....
.....

- How would you organise your game in the playground?
You need to think about the leaders four questions before you write your answer.

How many children can play?



Will I need equipment?



How much space will I need?



Where will it be safe to play?



TASK 5

One of the aims of the Playground Leaders project is to help raise the self-esteem and self-confidence of the leaders. This is a whole school issue and as such there needs to be some basic data to see if the scheme has had an impact. Therefore, please can the children fill in the questionnaire below and the results be collected and stored.



Playground Leaders Questionnaire

Pupil's name _____

Date _____

How do you feel about yourself?

How much do you agree or disagree that.....

(PLEASE TICK THE BOX WHICH SHOWS HOW MUCH YOU AGREE OR DISAGREE)

	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
1. On the whole I am satisfied with myself.					
2. At times I think I am no good at all.					
3. I think that I have many good qualities.					
4. I am able to do things as well as most people.					
5. I feel I do not have much to be proud of.					
6. I do feel useless at times.					
7. I am just as important as other people.					
8. I wish I respected myself more					
9. All in all, I tend to think I am a failure.					
10. I feel positive about myself.					

QUESTIONNAIRE

This questionnaire is adapted from the Rosenberg self esteem scale and is a suitable self esteem questionnaire for children aged 10 years and above.

Points are awarded for responses according to the table below. The points for each item are added together to reach a total score out of 30. The higher the score, the higher is self-esteem.

Use the questionnaire at the beginning of the programme and see if there is any overall improvement among pupils participating in the programme by repeating the questionnaire at the end of the programme. It is important to appreciate that even a small change in score could be significant.

One potential drawback of using this type of scale is that scores are sometimes overstated because pupils know what is expected as a "good response". Pupils need to be encouraged to give an honest answer and the questionnaire should be completed in a relaxed, comfortable environment.

QUESTIONNAIRE SCORE SHEET.

	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
1. On the whole I am satisfied with myself.	5	4	3	2	1
2. At times I think I am no good at all.	1	2	3	4	5
3. I think that I have many good qualities.	5	4	3	2	1
4. I am able to do things as well as most people.	5	4	3	2	1
5. I feel I do not have much to be proud of.	1	2	3	4	5
6. I do feel useless at times.	1	2	3	4	5
7. I am just as important as other people.	5	4	3	2	1
8. I wish I respected myself more	1	2	3	4	5
9. All in all, I tend to think I am a failure.	1	2	3	4	5
10. I feel positive about myself.	5	4	3	2	1