Playleaders

Improving Primary School Playtimes through peer support
Playleaders: improving primary school playtimes through peer support
Acknowledgements

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  - Hazel Sugarman
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Introduction

Positive experiences of playtimes contribute to the quality of school life. When children enjoy their playtime, they will invariably learn and achieve better than if playtime presents them with a degree of anxiety. The perception that playtimes can often be problematic gives rise to the challenge of adults and children working together to improve playtimes and the quality of children's lives in primary schools.

Providing a system or structure such as Playleaders provides children with a way to help others and harness the willingness they have to help one another.

If our future societies are to be caring places we have a duty to construct such societies with our children.

Children play an active part in the construction of their world and we cannot simply ‘tell’ our children to be caring or fill them with the information necessary for them to be responsible citizens. Too often we expect children to follow rules laid down for them; we need to work with them, provide and construct environments where caring can be explored as part of children's learning and meaning making. If we accept children as active contributors to society then they are also active contributors to the development of systems within those societies, one of those systems being care within our schools. One way of constructing a caring system within school is through the participation of children in peer support.

The essential skills that underpin all peer led approaches to care are communication, active listening and problem solving.

These skills enable a more accurate interpretation of social situations and increase the choice of behaviours. The perceived benefits of Playleaders stem from this and are essential in promoting care in our schools. An awareness of our own and others’ feelings, as well as self control and the ability to make and maintain relationships, need to be long term aims for all children and peer led approaches to care are a positive way to begin this journey.

Developing a whole school approach to care ensures that the initiative is not ‘patchy’, left to chance or pre-dispositions of individual members of staff, but is the entitlement of every child.

Jackie Lamb
What is a Playleader?

Playleaders are children themselves who support other children on the playground to play games, resolve conflict peacefully, develop friendship skills.

Playleaders need to be:

• peers

• good role models

• volunteers.

In order to undertake their role well, they also need to be:

• able to teach and play appropriate games

• able to mediate and problem solve

• trained and continuously supported by a named adult.

Aims of the Playleader Programme

Although the Playleader programme helps individual children to develop skills, it is also a whole school approach which aims to:

• improve behaviour on the playground

• provide a safe and supportive environment for all children to:

  • use and practice social skills
  • develop friendships
  • learn from peers and problem solve together

• facilitate the learning of transferable skills through good peer role models

• teach pupils appropriate playground games.
The following list outlines the actions that need to take place for successful implementation of the Playleader training programme:

- check that all the environmental factors in Appendix A are in place
- carry out a staff meeting with all staff
- name designated members of staff
- carry out playtime questionnaire (Appendix B)
- inform pupils of the Playleader initiative through a whole school assembly
- invite year 5 and/or year 6 to apply for Playleader posts
- six formal training sessions plus support and consolidation in the playground from designated adult are carried out
- arrange and present a graduation assembly
- designated adult to carry out follow up support as required
- repeat playtime questionnaire (Appendix B);
- compare results of pre and post training questionnaires
- schedule regular ongoing meetings and problem solving sessions between Playleaders and designated adult.
Set-up Procedures

1. **Check environmental check list (Appendix A)**

It is recommended that all the environmental factors listed are in place to support the success of the programme.

2. **Convene a staff meeting**

Before planning to introduce a system of peer support in your school it is important to consider the possibility that introducing the system could result in significant changes to organisation, ethos, practice and distribution of power. Such change could be difficult for some staff and by ensuring all staff have access to information on the Playleader programme potential problems could be prevented. With this in mind the process of change should begin with a meeting of all school staff including: mid-day assistants, teaching assistants, the school secretary, caretaker, governors etc., to establish the aims and process of the programme.

3. **Name designated staff**

It is recommended that at least two members of staff are ‘named’ to carry out the training and remain key adults for the Playleaders to meet and problem solve with. A useful combination of key staff is one teacher from the Senior Management Team and a mid-day assistant.

4. **Carry out pupil questionnaire to establish base line (Appendix B)**

5. **Undertake whole school assembly**

Whole school assembly to introduce the programme to the whole school community, including parents and invite pupils to apply for Playleader posts.

6. **Applications received and pupils invited to attend training sessions**
The Training

The training of the Playleaders takes place over six sessions, each of which lasts for approximately one hour. The trainee Playleaders should be supported to practise and consolidate the skills they acquire during training, in the context in which they will work i.e. the playground. This will require the designated adult to work with the Playleaders in the playground for a certain amount of timetabled time during the lunch break between each of the six sessions.

The training sessions are intended to be used as a guide. Schools know their pupils and will probably know different games that fulfil the aims of the session. It is intended that the sessions are carried out using a circle time approach (see More Quality Circle Time by Jenny Mosley, 2001), to ensure that the adult becomes the facilitator during the training sessions.

Many of the resources required for the sessions are readily available in schools, others are provided in the resource section of the folder. A ‘talking object’ is the name given to an object passed around during the session allowing the person holding it to speak.

Each session plan has links to the National Curriculum – English Speaking and Listening, and PSHE and Citizenship. These are listed at the end of each session.

The role of Playleader carries with it a fair degree of responsibility. Some children might find this daunting, therefore the role of the designated adult should not be underestimated in supporting the Playleaders to undertake their duties. It is suggested that two adults share this role, possibly one senior manager and one MDA. Both adults should attend all the training sessions.
Session 1
Playleader Training – Session One

- Agreement of the rights and responsibilities individuals will have during the training sessions
- Clarification of the role of the Playleaders
- Agreement of how Playleaders will be identified and rewarded

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<tr>
<th>Activity</th>
<th>Details of activity</th>
<th>Resources</th>
<th>Time keeping</th>
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<tbody>
<tr>
<td>Greeting and Welcome</td>
<td>Praise children for arriving quietly and sitting in a circle on the chairs already in place. Negotiate rules of the training sessions. “We will be working together over the next few weeks, what would make our sessions fair and safe?” Possible rules could include: • We have the right to speak, and the responsibility to listen. • We can say ‘pass’ if we do not want to speak. • We take responsibility for ourselves. • No ‘put downs’.</td>
<td>Talking object, flip chart or paper to record the agreements/rules.</td>
<td>5/10 minutes</td>
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<tr>
<td>Game – Fruit Basket</td>
<td>Sitting in the circle give each of the pupils the name of a fruit. Use three fruits (such as apple, orange and banana) which keeps the game simple. One player is chosen to stand in the middle of the circle. The middle person calls out the name of a fruit. Every child with this name must stand up and change places with another who has the same name. The child in the middle must try to sit in a vacant seat while everybody is changing places, leaving a different child standing. The player left standing becomes the middle person for the next round. If the middle person calls out ‘fruit basket’, everyone must change places. An adult should be the first person in the middle to model appropriate behaviour.</td>
<td></td>
<td>5 minutes</td>
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<tr>
<td><strong>Round</strong></td>
<td><strong>To outline the responsibilities of the Playleader.</strong></td>
<td><strong>Talking object, flip chart to record the responsibilities that you want the Playleaders to carry out.</strong></td>
<td><strong>10 minutes</strong></td>
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<td><strong>“I think a Playleader will...”</strong></td>
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<td>Ask the children to think about what kind of responsibilities a Playleader might have in the playground.</td>
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<td>Ask the children what they might actually be doing as a Playleader, what does it look like?</td>
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<td>As the children respond, clarify their views and highlight future training to develop skills. For example if a child says they will break up fights; you might partially agree that they will be able to support other children to resolve conflict and conflict resolution will be part of the Playleader training.</td>
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<tr>
<td><strong>Open Forum</strong></td>
<td><strong>To decide how Playleaders will be recognised in the playground and how they will be rewarded.</strong></td>
<td><strong>Flip chart and examples of resources.</strong></td>
<td><strong>10 minutes</strong></td>
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<td></td>
<td>Explain to the children that they can speak by putting up their hand and that this is an open discussion.</td>
<td><strong>Playleader passport Appendix C.</strong></td>
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<td>Explain that they need to make a decision today during this session recognised? Show examples of resources such as hats, badges and bands. Rewards and benefits for the Playleaders could also be discussed. Rewards could be offered in recognition of the time and support Playleaders will be giving to their peers. One example of a reward, a Playleader passport, is shown in Appendix C. Playleaders can collect adult initials each time a ‘duty’ is completed. Playleaders can save for a hierarchy of rewards, for example different coloured certificates. Encourage the recognition of intrinsic rewards, such as satisfaction in helping another person, playing with younger children, learning negotiation skills and new games to play in the playground.</td>
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<td><strong>Game</strong></td>
<td><strong>The adult facilitator teaches the group a playground game.</strong></td>
<td><strong>Playground game booklet – Appendix D.</strong></td>
<td><strong>20 minutes</strong></td>
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<td><strong>Game</strong></td>
<td>‘The sun shines on....’ To develop listening skills and begin to highlight and value differences.</td>
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<td>5 minutes</td>
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<td></td>
<td>One child stands in the middle and starts the sentence by saying “The sun shines on all those ....” wearing blue, who like eating ice cream, who like playing games, who enjoy helping others.</td>
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<td></td>
<td>If the children agree with the statement they swap places while the middle child tries to sit down. The person left remaining takes the middle role.</td>
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<td></td>
<td>An adult should be the first person in the middle to model appropriate behaviour.</td>
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<tr>
<td><strong>End of Session</strong></td>
<td>Summarise.</td>
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</table>
Knowledge, skills and understanding

Speaking
1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
   a) use vocabulary and syntax that enables them to communicate more complex meanings;
   b) gain and maintain the interest and response of different audiences;
   c) speak audibly and clearly, using spoken standard English in formal contexts.

Listening
2. To listen, understand and respond appropriately to others, pupils should be taught to:
   a) identify the gist of an account or key points in a discussion and evaluate what they hear;
   b) relevant questions to clarify, extend and follow up ideas;
   c) identify features of language used for a specific;
   d) respond to others appropriately, taking into account what they say.

Group discussion and interaction
3. To talk effectively as members of a group, pupils should be taught to:
   a) make contributions relevant to the topic and take turns in discussion;
   b) vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions;
   c) deal politely with opposing points of view and enable discussion to move

PSHE and Citizenship

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities
1. Pupils should be taught:
   a) to talk about and explain their views, on issues that affect themselves and society.

Breadth of opportunities
5. Pupils should be taught the knowledge, skills and understanding through opportunities to:
   b) feel positive about themselves (for example, rewards through passports, certificates, graduation assembly, regular meetings with designated adult, and early lunches);
   c) meet and talk with people (for example, people who contribute to society in a positive way such as members of the behaviour support team, people who work in the school and the neighbourhood).
Playleader Training – Session Two

- Clarify playground rules
- Begin to teach the skills Playleaders require to lead games in the playground

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<tr>
<td><strong>Greeting and Welcome</strong></td>
<td>Remind everyone of the rules of working together.</td>
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<td>5 minutes</td>
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<tr>
<td>Praise children for arriving quietly and sitting in a circle on the chairs already in place.</td>
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<tr>
<td><strong>Round</strong></td>
<td>“When the talking object comes to you say the rules of the circle.”</td>
<td>Talking object.</td>
<td>5 minutes</td>
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<tr>
<td>Rules of working together.</td>
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<tr>
<td><strong>Game – Addabout</strong></td>
<td>A circle member begins by doing one simple action. This action must be copied by the player on her left. This person then adds an action of his own. The next player on the left must repeat the first two actions and then add one of her own. This is repeated all the way round the circle.</td>
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<td>5 minutes</td>
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<tr>
<td>To develop concentration, memory and confidence.</td>
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<tr>
<td><strong>Activity</strong></td>
<td>Divide the circle into small groups ensuring there is an adult per group. Discuss the rules of the playground and record onto flip chart paper.</td>
<td>Flip chart and pens.</td>
<td>15 minutes</td>
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<tr>
<td>Rules of the Playground.</td>
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<tr>
<td>Are the rules positively worded? Can they be seen? Do they agree that they are fair and purposeful? (The answer to all the above should be ‘yes’. If there are any problems the designated member of staff should be able to address them.</td>
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<td>Reconvene the large circle and agree as a whole group on five or six rules. These should then be visually displayed for the whole school.</td>
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<tr>
<td><strong>Activity</strong>&lt;br&gt;Organising a game.</td>
<td>Divide the circle into small groups ensuring there is an adult per group.&lt;br&gt;One of the children in each group volunteers to be the observer and another agrees to organise a game. While the game is being played the adult supports the observer to notice positive strategies such as rule negotiation, choosing a leader and boundary setting.&lt;br&gt;Half way through the activity the observer stops the game and points out the successful interventions and suggests other successful strategies.&lt;br&gt;Reconvene the large circle and prepare to share successful game playing strategies.&lt;br&gt;Provide each Playleader with a booklet of ‘Can I Play Please’ to look at before next session.</td>
<td>Can I Play Please booklet – Appendix E.</td>
<td>10 minutes</td>
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<tr>
<td><strong>Round</strong>&lt;br&gt;“A successful game needs…”</td>
<td>Pass the talking object and each member of the circle says something that makes a game successful.</td>
<td>Talking object, flip chart for adult to scribe attributes of successful games.</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Summary</strong>&lt;br&gt;Encourage the Playleaders to play a game with younger children during the forthcoming week. Tell them that a designated adult will be in the playground to support their game playing skills.</td>
<td>Discuss who will meet the Playleaders, what time and where.</td>
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<td>2 minutes</td>
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<tr>
<td>Game — Pass the squeeze</td>
<td>Children sit in a circle and place their right hand on to the shoulder of the child on their right. The adult models how to gently squeeze the shoulder just enough to make them ‘smile’. The children then follow one after another and until the squeeze returns to the adult. If successful they can play this with their eyes shut.</td>
<td></td>
<td>3/5 minutes</td>
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<tr>
<td>End of session</td>
<td>Summarise.</td>
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Knowledge, skills and understanding

Speaking
1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
   b) gain and maintain the interest and response of different audiences;
   c) choose material that is relevant to the topic and the listeners;
   e) speak audibly and clearly, using spoken standard English in formal contexts.

Listening
1. To listen and respond appropriately to others, pupils should be taught to:
   a) identify the gist of an account or key points in a discussion and evaluate what they hear;
   b) ask relevant questions to clarify, extend and follow up ideas;
   e) respond to others appropriately, taking into account what they say.

Group discussion and interaction
2. To talk effectively as members of a group, pupils should be taught to:
   a) make contributions relevant to the topic and take turns in discussion;
   b) vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions;
   c) qualify or justify what they think after listening to others’ questions or accounts;
   d) deal politely with opposing points of view and enable discussion to move on;
   e) take up and sustain different roles, adapting them to suit the situation including scribe and spokesperson;
   f) use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

Breadth of study
7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following range of activities, contexts and purposes.

Speaking
8. The range should include:
   a) reading aloud.

Listening
9. The range should include opportunities for pupils to listen to:
   a) others in groups.

Group discussions and interaction
10. The range of purposes should include:
    a) investigating, selecting, sorting;
    c) explaining, reporting, evaluating.
Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities
1. Pupils should be taught:
   a) to talk, about their opinions and explain their views, on issues that affect themselves and society.

Preparing to play an active role as citizens
2. Pupils should be taught:
   b) why and how rules are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules;
   b) to realise the consequences of anti-social and aggressive behaviours, such as racism, on individuals and communities.

Breadth of opportunities
1. During this key stage, pupils should be taught knowledge, skills and understanding through opportunities to:
   a) take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a mediator for younger pupils);
   b) feel positive about themselves;
   c) make real choices and decisions;
   d) meet and talk with people (for example, people who contribute to society in a positive way such as members of the behaviour support team, people who work in the school and neighbourhood);
   e) prepare for change.
Playleader Training – Session Three

- Raise Playleaders’ awareness of other people’s feelings
- Look at facial expressions and body language and what this might tell us

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<td><strong>Greetings and Welcome</strong></td>
<td>Remind everyone of the rules of working together.</td>
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<td>5 minutes</td>
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<tr>
<td>Praise children for arriving quietly and sitting on the chairs already in place, in a circle.</td>
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<tr>
<td><strong>Round</strong></td>
<td>Pass the talking object and each person can share a game that they have enjoyed in the playground over the last week.</td>
<td>Talking object.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>A game I have enjoyed playing this week is ...</td>
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<td></td>
</tr>
<tr>
<td><strong>Game – Fruit basket</strong></td>
<td>While the children are sitting in a circle give each of them a name of a fruit. Use three fruits (such as apple, orange and banana) this keeps the game simpler.</td>
<td></td>
<td>3/5 minutes</td>
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<tr>
<td>To break the ice, mix up friendship groups and develop concentration.</td>
<td>One player is chosen to stand in the middle of the circle. The middle person calls out the name of a fruit. Every child with this name must stand up and change places with another who has the same name. The child in the middle must try to sit in a vacant seat while everybody is changing places, leaving a different child standing. The player left standing becomes the middle person for the next round. If the middle person calls out ‘fruit basket’, everyone must change places.</td>
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<td></td>
<td>The adult to be the first person in the middle to model appropriate behaviour.</td>
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<td><strong>Activity</strong></td>
<td>Three large pieces of paper need to be placed in the middle of the circle, labelled ‘happy’, ‘sad’ and ‘happy/sad’. Each Playleader is then given a card with a picture and corresponding word of an emotion, in turn each pupil places their card on to one of the pieces of paper. It is important to discuss emotions that could go on the paper marked ‘happy/sad’, for example, ‘surprise’ as this can make us feel happy or sad depending on the surprise. Next, each pupil takes a picture from a selection which does not have the name of the emotion written on it. They then place this picture on one of the large sheets of paper and write a word below the picture to describe the happy or sad emotion. For example a happy emotion might be ‘pleased’ or a sad emotion might be ‘guilty’. The set of pictures with the names of the emotions on need to remain on the paper to give the pupils an extended language of emotions. Encourage discussion about people ‘reading’ how people feel by looking at their facial expressions and body language and also how this can sometimes be incorrect.</td>
<td>Empathy cards – Appendix F.</td>
<td>10 minutes</td>
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<tr>
<td><strong>Open forum</strong></td>
<td>Explain to the children that they can speak by putting up their hand and that this is an open discussion. Clarify any terms, for example ‘body language’. Start the discussion with a question about the last activity, for example what can ‘body language’ tell us, what do we need to look for? Ask what might make someone feel happy or angry. What other behaviours might someone display if they are feeling angry or excited, or other emotions?</td>
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<td>15 minutes</td>
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<tr>
<td>Learn a Game</td>
<td>The adult facilitator teaches the group a new playground game.</td>
<td>Book – Playground Games – Appendix D.</td>
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<tr>
<td>Summary</td>
<td>Encourage the Playleaders to look at pupils’ body language in the playground. Also to play a game with younger children. Tell them that a designated adult will be in the playground to support their observations and game playing skills.</td>
<td>Discuss who will meet the Playleaders, what time and where.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>End of session</td>
<td>Summarise.</td>
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</table>
Knowledge, skills and understanding.

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Listening
2. To listen and respond appropriately to others, pupils should be taught to:
   a) identify the gist of an account or key points in a discussion and evaluate what they hear;
   b) ask relevant questions to clarify, extend and follow up ideas;
   e) respond to others appropriately, taking into account what they say.

Group discussion and interaction
3. To talk effectively as members of a group, pupils should be taught to:
   a) make contributions relevant to the topic and take turns in discussion;
   b) vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions;
   c) qualify or justify what they think after listening to others’ questions or accounts;
   d) deal politely with opposing points of view and enable discussion to move on;
   e) take up and sustain different roles, adapting them to suit the situation including scribe and spokesperson;
   f) use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

Breadth of study
7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following range of activities, contexts and purposes.

Speaking
8. The range should include:
   a) reading aloud.

Listening
9. The range should include opportunities for pupils to listen to:
   b) others in groups.

Group discussions and interaction
10. The range of purposes should include:
   a) investigating, selecting, sorting;
   c) explaining, reporting, evaluating.
Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities
1. Pupils should be taught:
   a) to talk, about their opinions and explain their views, on issues that affect themselves and society.

Preparing to play an active role as citizens
2. Pupils should be taught:
   b) why and how rules are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules;
   c) to realise the consequences of anti-social and aggressive behaviours, such as racism, on individuals and communities.

Breadth of opportunities
4. During this key stage, pupils should be taught knowledge, skills and understanding through opportunities to:
   a) take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a mediator for younger pupils);
   b) feel positive about themselves;
   c) make real choices and decisions;
   d) meet and talk with people (for example, people who contribute to society in a positive way such as members of the behaviour support team, people who work in the school and neighbourhood);
   e) prepare for change.
- Continue to raise awareness of other people’s feelings.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details of activity</th>
<th>Resources</th>
<th>Time keeping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greeting and Welcome</strong></td>
<td>Praise children for arriving quietly and sitting in a circle on the chairs already in place.</td>
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</tr>
<tr>
<td><strong>Game – Addabout</strong></td>
<td>A circle member begins by doing one simple action. The player on the left must copy this action. This person then adds an action of their own. The next player on the left must repeat the first two actions and then add one of their own. This is repeated all the way round the circle.</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Someone else’s shoes.</strong></td>
<td></td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>Introduce the group to the idea that we are all different and we have different likes and dislikes. Understanding that we are all different helps us to accept that people don’t have to be the same to get along with each other.</td>
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<td></td>
<td>The children get into pairs. They find something that their partner dislikes which they like. They then tell their partner all the reasons why they should like that particular thing. Their partner needs to listen very carefully, as they will feed back to the group as if they are explaining or describing something they really like.</td>
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<tr>
<td><strong>Open forum</strong></td>
<td>Remind the pupils of the rules of an open forum session (see last week). Ask the question ‘what sorts of things can make people feel angry in the playground?’ Write up some of their suggestions. Do the same things make everyone angry?</td>
<td>Flip chart and pens.</td>
<td>10 minutes</td>
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<tr>
<td>Activity</td>
<td>Details of activity</td>
<td>Resources</td>
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<tr>
<td><strong>Round</strong></td>
<td>‘I helped someone in the playground by …’ Pass the talking object and each person can share a successful experience they have had during the last week.</td>
<td>Talking object.</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Encourage the Playleaders to play a game with younger children during the forthcoming week. Tell them that a designated adult will be in the playground to support their game playing skills.</td>
<td>Discuss who will meet the Playleaders, what time and where.</td>
<td>2 minutes</td>
</tr>
<tr>
<td><strong>Game</strong></td>
<td>Pass the squeeze. Children sit in a circle and place their right hand on to the shoulder of the child on their right. The adult models how to gently squeeze the shoulder just enough to make them ‘smile’. The children then follow one after another and until the squeeze returns to the adult. If successful they can play this with their eyes shut.</td>
<td></td>
<td>3/5 minutes</td>
</tr>
<tr>
<td><strong>End of session</strong></td>
<td>Summarise.</td>
<td></td>
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</table>
Knowledge, skills and understanding

**Speaking**
1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
   b) gain and maintain the interest and response of different audiences;
   c) choose material that is relevant to the topic and the listeners;
   e) speak audibly and clearly, using spoken standard English in formal contexts.

**Listening**
1. To listen and respond appropriately to others, pupils should be taught to:
   a) identify the gist of an account or key points in a discussion and evaluate what they hear;
   b) ask relevant questions to clarify, extend and follow up ideas;
   e) respond to others appropriately, taking into account what they say.

**Group discussion and interaction**
2. To talk effectively as members of a group, pupils should be taught to:
   a) make contributions relevant to the topic and take turns in discussion;
   b) vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions;
   c) qualify or justify what they think after listening to others’ questions or accounts;
   d) deal politely with opposing points of view and enable discussion to move on.

**Breadth of study**
7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following range of activities, contexts and purposes.

**Listening**
9. The range should include opportunities for pupils to listen to:
   a) live talks/presentations;
   b) recordings;
   c) others in groups.

**Group discussion and interaction**
10. The range of purposes should include:
   a) investigating, selecting, sorting;
   b) planning, predicting, exploring;
   c) explaining, reporting, evaluating.
Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
   a) to talk, about their opinions and explain their views, on issues that affect themselves and society;
   b) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Breadth of opportunities

5. During this key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
   e) meet and talk with people (for example, people who contribute to society in a positive way such as members of the behaviour support team, people who work in the school and neighbourhood);
   f) develop relationships through work and play;
   i) prepare for change (for example organising games with younger children).
Playleader Training – Session Five

- Develop conflict resolution skills
- Develop assertiveness skills

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<tr>
<th>Activity</th>
<th>Details of activity</th>
<th>Resources</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Greeting and Welcome</td>
<td>Praise the children for arriving quietly and sitting in a circle on the chairs already in place. Pass the talking object and each person can share a successful experience they have had during the last week.</td>
<td>Talking object.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Round</td>
<td>‘I helped someone in the playground by ...’ Pass for volunteers to say the sentence “my name is ...” in an aggressive, assertive or passive way. The others have to guess which it was.</td>
<td>Assertiveness information sheets – Appendix G.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Open Forum</td>
<td>Explain that it is important not to be aggressive or passive when supporting other children, but to be assertive. Explain these three terms – see info sheet. Ask for volunteers to say the sentence “my name is ...” in an aggressive, assertive or passive way. The others have to guess which it was.</td>
<td>Assertiveness information sheets – Appendix G.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td>Talk through the Lets Solve the Problem Together sheet.</td>
<td>Copy of 5W’s sheets for each pupil.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Role-Play</td>
<td>Divide the Playleaders into groups. Using the scenarios in Appendix I the Playleaders can rehearse dealing with difficult situations. There should be an adult facilitator with each group. Explore issues such as when do the Playleaders need to ask for adult help? voice levels and body language of the Playleaders (assertiveness). Use the ‘Let’s Solve the Problem Together’ sheet; also see Essex Approach page 181.</td>
<td>Scenarios – Appendix I. Let’s Solve the Problem Together sheets.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Learn a Game</td>
<td>The adult facilitator teaches the group a new play ground game.</td>
<td>Book – Playground games - Appendix D.</td>
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</table>

Playleaders – Training Course for Schools
<table>
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<tr>
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<tbody>
<tr>
<td>Summary</td>
<td>Encourage the Playleaders to practice their conflict resolution skills in the playground, and to play a game with younger children. Tell them that a designated adult will be in the playground to support them.</td>
<td>Assertiveness information sheets - Appendix G</td>
<td>3 minutes</td>
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<td>Discuss who will meet the Playleaders, what time and where.</td>
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<td></td>
<td>Give out Assertiveness information sheets (Appendix G) to pupils to read before next week.</td>
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<tr>
<td>End of session</td>
<td>Summarise</td>
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</table>
Knowledge, skills and understanding.

Speaking
1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
   b) gain and maintain the interest and response of different audiences;
   c) choose material that is relevant to the topic and the listeners;
   e) speak audibly and clearly, using spoken standard English in formal contexts.

Listening
2. To listen and respond appropriately to others, pupils should be taught to:
   a) identify the gist of an account or key points in a discussion and evaluate what they hear;
   b) ask relevant questions to clarify, extend and follow up ideas;
   e) respond to others appropriately, taking into account what they say.

Group discussion and interaction
3. To talk effectively as members of a group, pupils should be taught to:
   a) make contributions relevant to the topic and take turns in discussion;

Breadth of study
7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following range of activities, contexts and purposes.

Listening
9. The range should include opportunities for pupils to listen to:
   a) live talks/presentations;
   b) recordings;
   c) others in groups.

Group discussion and interaction
10. The range of purposes should include:
    a) investigating, selecting, sorting;
    b) planning, predicting, exploring;
    c) explaining, reporting, evaluating.
Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
   a) to talk, about their opinions and explain their views, on issues that affect themselves and society;
   b) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Breadth of opportunities

5. During this key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
   e) meet and talk with people (for example, people who contribute to society in a positive way such as members of the behaviour support team, people who work in the school and neighbourhood);
   f) develop relationships through work and play;
   i) prepare for change (for example organising games with younger children).
Playleader Training – Session Six

- Plan for wet playtimes.
- Address any worries the Playleaders may have and what they are looking forward to.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details of activity</th>
<th>Resources</th>
<th>Time keeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and greeting</td>
<td>Praise children for arriving quietly and sitting in a circle on the chairs already in place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round</td>
<td>‘Something I have enjoyed this week is ............’</td>
<td>Talking object.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Open forum</td>
<td>Remind the group of the rules of ‘open forum’. Discuss possible ways that the Playleaders could support pupils during wet playtime. Agree their role. Record the agreed role of a Playleader during wet playtime. Ensure that there are wet playtime rules in each classroom.</td>
<td>Flip chart and pens.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td>The Playleaders get into small groups with an adult facilitator for each group. One person in each group suggests a game that could be played in the classroom safely, during a wet playtime. They can teach the rest of their group to play the game. The Playleaders need to think about the way they are explaining the game, including the rules, and make sure that it is clear to everyone. The whole group then comes back together and each group shares their game through role-play.</td>
<td></td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td>Details of activity</td>
<td>Resources</td>
<td>Time keeping</td>
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</tr>
<tr>
<td><strong>Game</strong></td>
<td><strong>Sammy Sharp Eyes.</strong></td>
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<tr>
<td></td>
<td>The group sits in a circle. Two volunteers stand in the middle, one of who has agreed to be ‘Sammy sharp eyes’. ‘Sammy’ looks at the other volunteer very carefully, taking in as many details about the way they look as possible. ‘Sammy’ then leaves the room. The other pupil then changes something about the way they look, for example, turn their cardigan inside out, or push their socks down. The group can give ideas to the person in the middle. The whole group then chants ‘come back Sammy sharp eyes’. Sammy returns and looks at the pupil standing in the middle and tries to notice what is different. If successful, each player chooses someone to replace him or her. The group should be encouraged to remain quiet while the two pupils are looking at each other. Also when ‘Sammy’ returns the group should be reminded not to give clues at first. If it becomes too difficult for ‘Sammy’ to guess the change, he or she can ask individual pupils for clues in the form of ‘hot or cold’.</td>
<td></td>
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<tr>
<td><strong>Activity</strong></td>
<td><strong>I am worried about ........</strong></td>
<td>Paper, pens and a container.</td>
<td>15 minutes</td>
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<td></td>
<td>Each Playleader is given a piece of paper and invited to write down a worry they may have about being a Playleader. These are then put into a container. The container is then passed around and each Playleader pulls out a piece of paper and reads out the ‘worry’. The whole group then ‘problem solves’.</td>
<td></td>
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<tr>
<td><strong>Round</strong></td>
<td><strong>‘Something I am looking forward to when I am a Playleader is ........’</strong></td>
<td>Pass the talking object around and when it reaches them, they share something they are looking forward to in their role as a Playleader.</td>
<td>5 minutes</td>
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<tr>
<td>Activity</td>
<td>Details of activity</td>
<td>Resources</td>
<td>Time keeping</td>
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<tr>
<td><strong>Game – Pass the squeeze</strong></td>
<td>Children sit in a circle and place their right hand on the shoulder of the child on their right. The adult models how to gently squeeze the shoulder just enough to make them ‘smile’. The children then follow one after another and until the squeeze returns to the adult. If successful they can play this with their eyes shut.</td>
<td></td>
<td>3/5 minutes</td>
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<tr>
<td><strong>End of session</strong></td>
<td>Summarise and agree a date when the Playleaders will meet the designated adult to share any difficulties and successes.</td>
<td></td>
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</tbody>
</table>
Knowledge, skills and understanding

Speaking
1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils need to be taught to:
   c) choose material that is relevant to the topic and the listeners;
   d) show clear shape and organisation with an introduction and an ending;
   e) speak audibly and clearly, using spoken standard English in formal contexts.

Listening
2. To listen and respond appropriately to others, pupils should be taught to:
   a) identify the gist of an account or key points in a discussion and evaluate what they hear;
   b) ask relevant questions to clarify, extend and follow up ideas;
   c) recall and re-present important features of an argument through talking;
   d) respond to others appropriately, taking into account what they say.

Group discussion and interaction
3. To talk effectively as members of a group, pupils should be taught to:
   a) make contributions relevant to the topic and take turns in discussion;
   b) vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions;
   c) qualify or justify what they think after listening to others’ questions or accounts;
   d) deal politely with opposing points of view and enable discussion to move on;
   e) take up and sustain different roles, adapting them to suit the situation;
   f) use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

Breadth of study

Speaking
The range should include:
   g) extended speaking for different purposes.

Listening
The range should include:
   h) others in groups.
Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities
1. Pupils should be taught:
   a) to talk about their opinions and explain their views, on issues that affect themselves and society.

Preparing to play an active role as citizens
2. Pupils should be taught:
   b) why and how rules are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules;
   a) to realise the consequences of anti-social and aggressive behaviours, such as racism, on individuals and communities.

Breadth of opportunities
1. During this key state, pupils should be taught knowledge, skills and understanding through opportunities to:
   a) take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a mediator for younger pupils);
   b) feel positive about themselves;
   c) make real choices and decisions;
   d) meet and talk with people (for example, people who contribute to society in a positive way, such as members of the behaviour support team, people who work in the school and neighbourhood);
   e) prepare for change.
Phase 3
Phase Three

Post Training

When the training is completed, a graduation ceremony/assembly can take place to celebrate and recognise the role of the Playleaders. This formally acknowledges the end of the training process and informs the rest of the pupils who the Playleaders are. Parents, governors and/or the press can be invited and Playleaders presented with certificates.

Once the Playleaders have graduated, a timetable or rota for ‘duties’ should be drawn up. The Playleaders are not expected to be on duty every playtime, but could be encouraged to ‘cover’ when those on duty are away from school.

The designated adult should also draw up a timetable of sessions to meet with the Playleaders to problem solve and celebrate their successes. Initially this may need to be fairly frequent to ensure they are supported and maintain interest in the role.

When the Playleader programme has been in place for approximately half a term the questionnaire can be repeated and the effects of the scheme evaluated. (Appendix C)

Depending on the findings, a number of actions may be needed, such as celebrating success and congratulating the Playleaders, or, at the opposite extreme, providing some further training.

The designated adult should teach new games to the Playleaders on a regular basis. A new ‘game of the week’ could be shown in assembly by the Playleaders during a regular slot.
Environmental factors that need to be in place to support the Playleader Scheme

- Whole school behaviour policy with a positive approach to the management of pupils’ behaviour based on negotiated rights, rules and responsibilities.

- Clear enforceable playground rules that are known to all pupils.

- A reward system.

- Mid-day assistants who have been trained in and use positive behaviour management and are informed about the Playleaders’ role.

- A playground environment which is pleasant to be in, for example there is appropriate playground equipment and/or toys/marking, shade in the summer and shelter in the winter.

- Pupils identified as having difficulties with social interaction have playground targets in their individual education plans, and these are planned for and support appropriately.
Playtime Questionnaire

Date

I am a

Girl ☐ Boy ☐ Year Group ☐

1. Do you enjoy playtime? Yes ☐ No ☐

2. Say whether you agree or disagree with the following:

Children fight/argue in the playground agree ☐ disagree ☐

Children play games together in the playground agree ☐ disagree ☐

Children seem happy and enjoy playtime agree ☐ disagree ☐

People use the rules in the playground agree ☐ disagree ☐

People help each other out in the playground agree ☐ disagree ☐

Is there anything else you would like to say about playtimes?

Thank you for completing this questionnaire.
Playleader’s Card

Follow these simple instructions to make up your playleader card.

Fig. 1 Photocopy or print out your playleader’s card

Fig. 2 Fold in half with all the words and pictures on the outside

Fig. 3 Fold in half again to make your playleader card

Fig. 4 Stick your photograph on the front and fill all your details. You are now a playleader
**Playleader**

**A Playleader can:**

- organise and play games with others
- support children who are lonely
- help problem solve
- model using the school rules

<table>
<thead>
<tr>
<th>Nominated adult to initial a box each time a session is completed.</th>
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</table>
1. Players stand in a circle with one player in the middle with a ball.

2. The player in the middle throws the ball to another player at the same time calling out in a loud voice either “animal” or “vegetable” or “mineral” and then counting to ten.

3. The player catching the ball has to name something of the category called out (as well as catching the ball) before the person in the middle has reached the number ten.
Ball Against the Wall

Throw the ball against a wall once in each of the following ways:

1. Throw and catch.
2. Throw under leg against the wall.
3. Throw, roll your hands and catch.
4. Throw, clap and catch.
5. Throw and catch with the left hand.
6. Throw and catch with right hand.

**Hot Tip:** Try seeing how fast you can get with these six throws.

You could change this game by bouncing the ball on the ground instead of the wall.

Can you beat your best number?
Cat and Mouse

1. The players stand in lines of four or five facing the caller, holding their arms out so that they just touch each other.

2. Two more players are needed to be the cat and mouse.

3. The cat chases the mouse through the players, but is not allowed to run under the players arms.

4. When the caller shouts “change” the players turn 90 degrees clockwise, still holding their arms out.

5. The caller continues to shout change when they want the players to turn. This makes it more difficult for the cat to catch the mouse.

6. When the mouse has been caught the cat and mouse change places with two other players.
Players split into two groups, one becomes the ‘crusts’ and the other becomes the ‘crumbs’.

Each group stands a few feet away from each other.

One person who is not in the game either shouts out “crusts” or “crumbs”. If she/he calls “crusts”, then the crusts chase the crumbs. Those who are caught before getting to a ‘safe place’ join the other side.

The caller then calls again, either crusts or crumbs.

This continues until one person is left, they then become the caller.

This game takes a lot of concentration at first.
Fruit Bowl

1. All players form a circle.
2. One player is selected to stand in the middle of the circle and selects different types of fruit (e.g. apple, pear, banana).
3. The player then points to each player in the circle and names them after the fruits.
4. The player in the centre of the circle then calls out a fruit, the players who have been given that particular fruit have to run around the circle, returning to their original spot.
5. The player in the centre can also call out ‘fruit bowl’ to which all players have to run in a circle.
6. The centre player then has to watch for the person who is last to arrive at their space.
7. The player who returns to their place last, sits down and remains there until the game is over.
8. The object of the game is to have one player left who then becomes the player in the middle of the circle.
Choose one person to be the caller.

Choose two teams of equal numbers.

Each team sits on the floor opposite, feet touching a member of the other team's feet in a line.

Each pair (one from each team) is given a number 1-2 etc.

The caller then calls out a number. The two children who are that number jump up, move down the line moving in between all the other pairs (climb the ladder) until they return to their place.

The first child to sit in their original place wins a point for their team.
Letters

1. The caller stands at the front facing the rest of the players who need to stand in a line roughly 5 to 8 metres away.

2. The caller calls out letters of the alphabet.

3. If that letter is in a player's name they take one step forward.

4. The first person to reach the caller becomes the new caller for the next game.
1. Players sit in a circle with one player in the middle.
2. This player is ‘Mr. Bear’, Mr. Bear has a small object, such as a bean bag.
3. ‘Mr. Bear’ closes his eyes and places the object behind him.
4. A chosen player enters the circle, quietly removes the object and returns to their place.
5. The circle all say ‘Mr. Bear, Mr. Bear your honey isn’t there!’
6. ‘Mr. Bear’ tries to guess who is hiding the honey.
7. Mr. Bear has 3 guesses.
8. If he guesses correctly he gets another go.
9. If not, the person who has the ‘honey’ becomes Mr. Bear.
What’s the Time Mr. Wolf?

1. One person (mr./Mrs. Wolf) stands on one side whilst the other players line up opposite.

2. The players call out, “What’s the time Mr./Mrs. Wolf?”

3. The player at the front calls out different times and the players step forward once for each hour. e.g. 4 o’clock – players step forward 4 times.

4. This is repeated until the Wolf calls out “dinner time!”

5. The players run back to the starting line as fast as they can. The Wolf chases the other players and catches one, who is then the Wolf.
May I?

1. One player stand on one side of the playground and the rest of the players stand about 7 to 10 metres away.

2. The object of the game is to be the first player to gently touch the player in front.

3. Players can only move forward one at a time according to the instructions that are given by the player at the front.

4. When they are given an instruction they have to say “May I?” before they do so. If they forget then they go back to the beginning.

5. Examples of instructions:-
   - Giant step  large step
   - Banana step  slide forward with one foot as far as it will go then draw the other foot back up to it
   - Lamppost  dry weather only – lay down on the floor from where you are standing, stretch out your arms and the person in the front marks where your “lamppost” ends
   - Bob jump  a big jump from a crouching position
   - Bunny rabbit  a hop with both feet together
   - Pigeon step  put one foot in front of the other, heel in front of toes.
**Pig in the Middle – for three people**

1. Two players stand about 10 paces apart, with the third player in between them.

2. The first two players throw/bounce/roll the ball to each other (not too high) whilst player number three tries to catch it.

3. When player 3 catches the ball, they swap places with the last person to throw.
Polo

1. Players line up, with one player opposite the line about 4 metres away.
2. The player standing on their own chooses a category. This could be anything from types of trainers, pop stars to fruits; it is the person's choice.
3. Without telling anyone, all of the other players think of something in the chosen category, e.g. if the category is fruit, someone may choose to be cherries.
4. The person at the front calls out guesses of what the others may be, they can guess as many times as they wish.
5. When the player at the front calls out a correct guess, the others run across and get past the caller.
6. If the runner is caught, then they become the caller.
7. If the callers shouts out ‘Polo’ then everyone runs across.
Pop Stars

1. The caller goes to one side of an area and the other players line up facing the first player (about 9 metres away).

2. The first player calls out the initials of a pop star (or T.V. star, film star).

3. If a player thinks they know the answer they race to the caller and back again and then shout out the name.

4. If the player is right then they swap places and select the next set of initials.

5. If the players cannot guess then clues could be given.
The person selected to be Queenie, stands with their back to the rest of the players, Queenie then throws the ball over his/her shoulder, towards the rest of the players. Whoever catches the ball, hides it on themselves. When the ball is hidden, the players say;

“Queenie, Queenie who’s got the ball?
I haven’t got it, I haven’t got it, (putting up each hand).
Stand at ease, bend your knees, touch the ground and turn around.”

Queenie can have two guesses as to who is concealing the ball. She can also request the players to recite the rhyme once more. If Queenie guesses correctly the game continues, if she is incorrect, the person hiding the ball becomes Queenie.
All players sit in a circle. Two players are chosen to stand in the middle. One is called “Shirley/Sammy Sharp Eyes”.

“Shirley/Sammy Sharp Eyes” studies the other players before sitting back in the circle facing outwards with their hands over their eyes.

The other player removes/changes something about their appearance.

When ready, the players in the circle call “Shirley/Sammy Sharp Eyes” to come back into the centre.

“Shirley/Sammy Sharp Eyes” tries to guess what the other player has changed/removed. If “Shirley/Sammy Sharp Eyes” guesses correctly they can choose the next “Shirley/Sammy Sharp Eyes”. If they cannot guess, the other player gets to be the next “Shirley/Sammy Sharp Eyes”.
You can recite these whilst skipping, or try to make up your own rhymes.

1 Jelly on the plate, jelly on the plate, wibble, wobble, wibble, wobble, jelly on the plate.

2 Custard on a spoon, custard on a spoon, wibble, wobble, wibble, wobble custard on a spoon.

**Skipping for one – Backwards**

1 Start with the rope in front of your toes and swing the rope over your head.

2 Skip just as it touches the ground by your heels.

Hot tip: Try to beat your personal best for the number of skips you can do without stopping.

Hot skipping: Try skipping on one foot and then the other, getting faster as you go. How fast can you get?
**Spider**

This game is played on the spiral drawing on the playground – this can be drawn with chalk.

1. The person who is the ‘spider’ stands in the middle of the spiral. Everyone else stands at the outside end.

2. The ‘spider’ calls out a letter. If that letter is in the player’s name, then they take a step in the spiral for each time the letter appears.

3. When the ‘spider’ calls “spider’s coming” they chase the players out of the spiral.

4. The first player caught becomes the ‘spider’.
Sticky Lolly

1. The person who is the chaser stands in the middle of the circle with their fingers out towards the other player.

2. Everyone gently takes hold of a finger and stretch out ready to run away (taking care not to pull the finger).

3. The chaser begins to tell a story starting “I went to the shops and I bought some sticky.....” adding in for example ‘bread’.

4. When ‘sticky lolly’ is added into the sentence everyone runs.

5. If the chaser touches someone they then have to stand still with their arms outstretched until someone frees them by running under an arm.

6. The game begins again if the chaser manages to catch everyone or when one of the players has been caught 3 times.
Pac Man

1. Choose a catcher (or 2 if there are more than 6 players).
2. Players must run ON the playground lines in any direction.
3. The catcher also runs on the playground lines and ‘catches’ the other players.
4. When a player is caught they must stand still on the line.
5. Players cannot run past a player who has been ‘caught’, they must change direction.
6. The game finishes when the catcher has made all of the other players stand still.
Can I play please?

1. Think of a game

2. Ryan, would you like to play this game with me?

3. Remember! You might need to explain how to play your game.
How to Join Someone Else’s Game

1. Stop and look

2. Find out whose game it is. Is this your game?

3. Smile, look at the leader and say;

   Whose game is this?

   Can I join your game?

   Remember! Not too close, not too far away.

If They Say ‘No’

- Stay calm
- Stay cool
- Remember to count to 10 or
- walk away
- find someone else to start a game with
- start your own game
- find another game
Playing the Game

1. Things you could say

   How do I play?
   What do I do?
   What shall I be?
   Whose side am I on?

2. Watch out! The game can change.

Play Fairly

- take turns
- let others have a go
- pick a leader using a choosing rhyme
Remember!
When You Want to Play

1. Stop and think
2. Look who would be the best person to ask ‘Whose game is it?’
3. Stand in front of the person, (arms length away)
4. Smile
5. Use a quiet voice
6. Listen carefully to what they say

Stay calm and have fun!

You Could Leave the Game If...

- people start arguing
- you're not enjoying the game

You could say...

I want to stop playing now

I’m not playing anymore

You could say...

- people start arguing
- you’re not enjoying the game
Proud

This Certificate has been awarded to

For helping our class reach
300 tokens

Congratulations

Signed by

[Child holding certificate]

[Child with toy rabbit]
Assertiveness Training

• Assertiveness is the ability to stand up for what you believe to be right.

• Assertiveness is not about being aggressive or intimidating.

• Assertiveness is about giving a clear message to others about what you want.

The assertive way is to....
• Tell them to stop annoying you – “I don’t like it when you kick me and I want you to stop now.”
• Speak in a firm not angry voice.
• Stand tall.
• Make eye contact.
• Stay in control of yourself.
• Walk away (don’t run) from the situation and towards an adult if necessary.

The aggressive way is to....
• Push, punch, trip or kick another person.
• Call people names and use put downs.
• Have a really aggressive expression on your face.
• Shout and yell.
• Swear.
• Stand close to the person and act in a threatening manner.
• Lose control of yourself.

The passive way is to....
• Give in to others when you don’t want to.
• Let other people continue to do bad things to you.
• Talk quietly, mumble or speak hesitantly.
• Look down at the ground when you are speaking.
• Stand small, as if you are hiding.
Let’s solve the problem together

Name:

Date:

How are you feeling?

What’s the problem between us?

Why do you think it happened?

What rule was broken?

What can I do to make things better?

Who could I ask to help me?

How are you feeling now?
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B I don't know why she is being horrible. I haven't done anything to her.
I was queuing up to play netball and she pushed in, so I told her to go to the back.

I was just standing in the queue, waiting to play netball and that ‘bossy’ girl told me to go to the back.
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