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SECTION 5

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PLAYGROUND MARKINGS

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THE ZONES IDENTIFIED

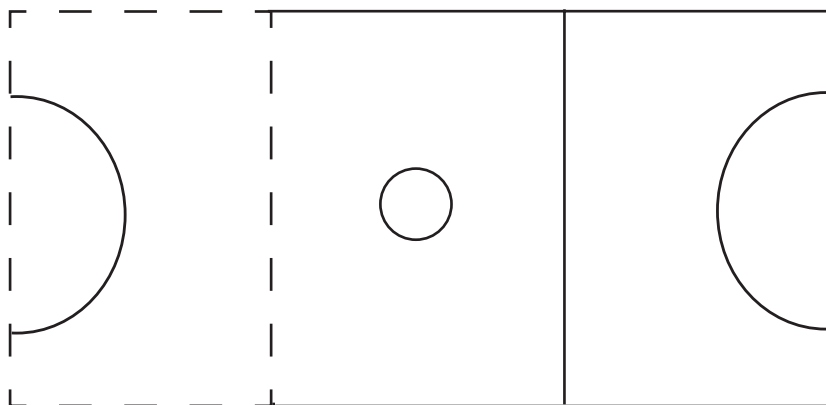
We will now take a more detailed look at the different basic zones which have been suggested.

1. A free running zone

This is probably one of the most difficult zones to identify and provide but is certainly one of the most necessary. Children have less opportunities now to run about freely in and out of school situations for a variety of reasons ranging from lack of safe playing fields, increased traffic and parental concern for children out on their own. It is natural for children to want to run, and they are more likely to do so within a game or in a safe environment.

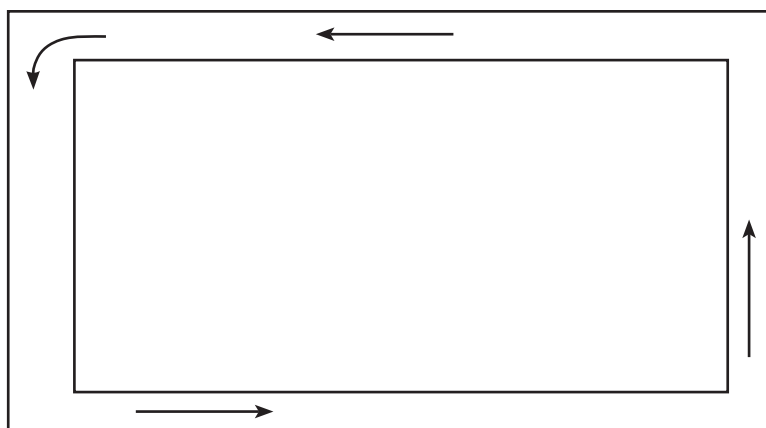
A free running zone could be an area set aside for chasing games etc e.g.

- (i) an end third of a netball court with red lines painted around it

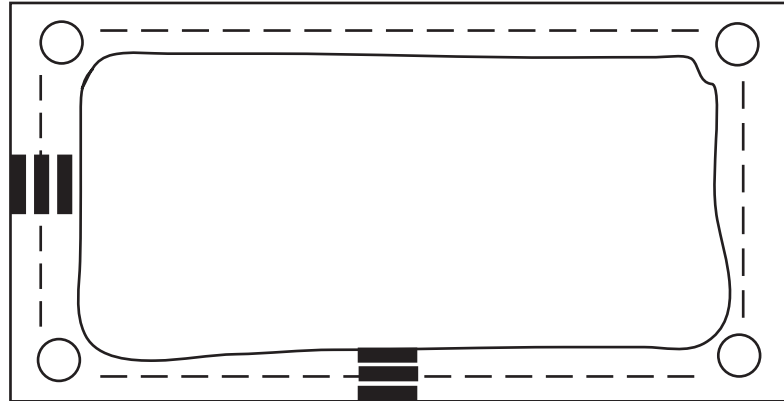


- (ii)

- (a) it could be a “roadway” around the edges of the playing space – a one-way system where they can run at speed without fear of collision



- (b) if the play area is large enough the “roadway” could be divided by a dotted line and help children with their road sense - any travel should be on the left-hand side of the road! Roundabouts could be added at the corners, and where children go onto the playground from the school, there could be zebra crossing. Children moving **onto** the playground go over the crossing and those travelling along the road way must STOP at zebra crossing!



(N.B.) This is a particularly good idea for Foundation Stage playgrounds where they can use it for running **or** for wheeled toys.

- (iii) it could be one end of the playground with a red line dividing the strip from the rest of the playground.



- (iv) when the weather is fine the free running areas can be on the grass, but there should be a tarmac zone available at all times or for part of the lunch-hour

“CHILDREN DON’T SEEM TO KNOW HOW TO PLAY GAMES”

“We “teach” traditional games during PE lessons – we have a focus once every half term.”



“Our lunchtime supervisors are marvellous. They teach all manner of skipping games and even organise hopscotch leagues and competitions.”



“We focused on skipping for a whole week. The children were shown a video and a “skipathon” was held. This encouraged all children (*boys and girls*) to become involved in skipping games in the playground.”



“We invite “outsiders” with particular skills, such as jugglers, into school to teach the children how to do it.”



“We elect older children who will initiate and demonstrate playground games to the younger children. Teachers and supervisors check that they know some good games and can teach them without being “bossy”. They wear an “I’m a good friend” badge.”



“We found the children did know a lot of games but didn’t realise their worth. We now get them to “share” the games in assembly. We are a multi-cultural school and this has added a new dimension to our understanding of other countries.



“We’ve involved children, parents and lunchtime supervisors in compiling a book of games.”



“We’ve organised a playground games card box.”

BUDDY CHECKLIST

The child has come up to you - Time to **LISTEN**

IS IT A PROBLEM OTHER THAN FEELING LONELY ?

YES

NO

WRITE DOWN THE PROBLEM
GIVE THIS TO THEIR TEACHER

ARE THEY FEELING LONELY ?

YES 😞

NO 😞

ARE THEY HAPPY NOW?

YES 😊

NO 😞

TAKE THEM INTO THE PLAYGROUND
PLAY A GAME WITH THEM
FIND A FRIEND
BE A FRIEND
TAKE THEM TO THE DINNER LADIES

TAKE THEM BACK
INTO THE
PLAYGROUND



ARE THEY HAPPY NOW?

YES 😞

NO 😞

TAKE THEM TO A
MEMBER OF STAFF

STAY WITH THEM.
TAKE THEM TO
THEIR TEACHER
LATER.

GOOD!
REMEMBER TO CHECK UP
ON THEM TOMORROW

CONCLUSION

The two schools identified have followed distinctly different routes to achieve the aim of positive, active playgrounds as indeed **everyone** will effect change according to their own circumstances.

The **one fundamental change, which is absolutely necessary**, however, is zoning the playground. Even the simplest zoning (*e.g. formal games zone, small equipment and creative games zone, and a quiet area,*) will immediately create safer playgrounds with more focused activity.

If funding is an issue, zones and creative playground markings can be painted by the schools themselves (*site supervisor, parents, lunchtime supervisors – even children!*) by purchasing playground paint and using the designs in the back of the “Positive Play” manual as patterns (*chalk them on the floor first to achieve the correct size and proportions*)

Potted shrubs and wooden seating can immediately ‘soften’ a harsh tarmac playground and make it more inviting (*See Positive Play – Introduction - for detailed ideas.*)

‘Buddies’ can be trained to act as ‘friends’ to lonely children or also to take on the role of Play - Leaders guiding groups of children to play games together. However, it is important to recognise that the children who are appointed, as ‘Buddies’ also need the opportunity to play and “be themselves” so any Buddy system will need to have a “rota” or alternate “shifts”. When children wear the buddy hat, they are on duty!

Good luck in creating your Positive Playgrounds

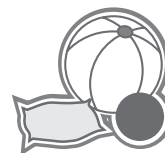




4 - BLIND TRUST

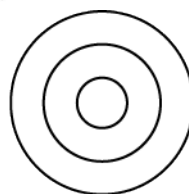
- In two's mark out the route from one entrance to the centre in chalk so it is clearly established and the "caller". can easily see it.
- One member of the pair is blindfolded and has to move slowly through the maze on verbal instructions from their partner (*who must stand outside the maze and not touch the blindfolded player*).
- Obstacles can be placed along the journey to negotiate.
- Place some "treasure" at the centre of the maze for the blindfolded person to collect and take back through the maze. (*Take it in turns to be the guide.*)
- If you do not have a maze marked out-make up your own pathway.





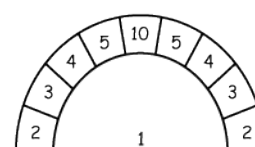
37 - TEAMSCORE

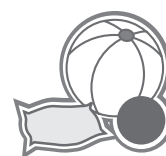
- Divide players into 2 teams – one team of attackers and one team of defenders. Attackers start with the ball a distance away from the wall and pass to each other (*either throwing the ball or kicking the ball*).
- When they are in sight of the target, they try to score by throwing the ball at the target.
- Change sides after every goal or after an agreed number of goals.
- No goalkeeper.
- This game can also be played by kicking the ball.



6
5
4
3
2
1

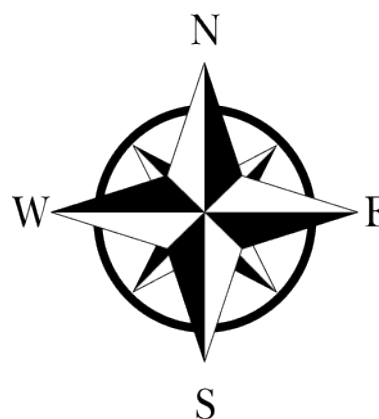
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2		2
3		3





52 - "PASS THE BALL"

- Stand on the large points of N. S. E. W.
- One person has a ball and passes it round the points in a clockwise direction.
 - (i) Can you pass it twice round the compass in one direction, then twice round in the opposite direction?
 - (ii) One person stands in the centre of the compass and closes their eyes as the ball is passed around. He / she calls out a compass point (e.g. "South") and the ball continues to be passed until it reaches "South". The person standing at south then changes places with the one at the centre and the games resumes.





63 - “PEEP AND FREEZE”

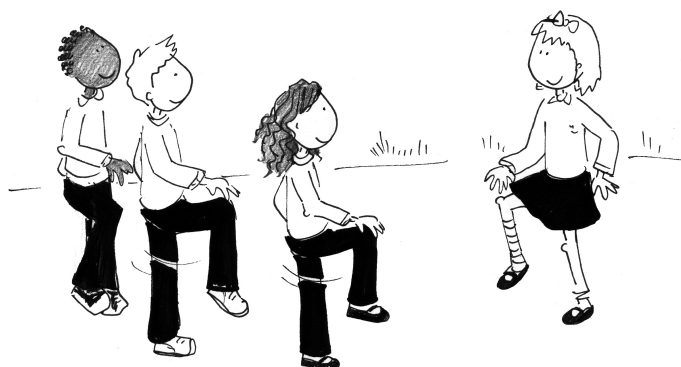
- One player stands at the front of the group, with his / her back towards them.
- All the players begin to creep slowly up behind him / her and attempt to touch his / her shoulder.
- At any time the front player can turn around quickly and look at them – they must freeze.
- If he / she sees anyone moving, they must return to the start line.
- The player who successfully touches the shoulder replaces the front person and the game begins again.





83 - “DO THIS-DO THAT”

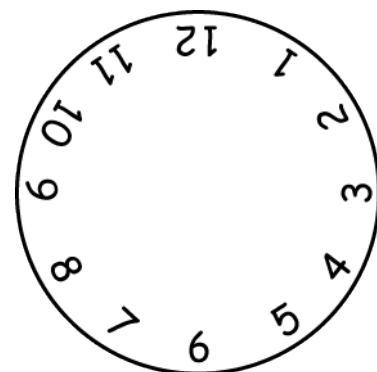
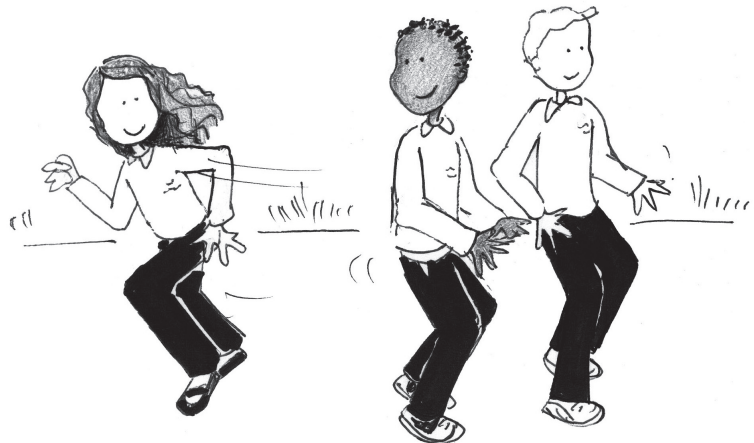
- Players space themselves out in front of the leader.
- Whenever the leader says “Do this” and performs some action such as stretching his arms upwards or clapping his hands, all the players must instantly copy him/her.
- If on the other hand she/he performs an action and at the same time says “Do that” the players must ignore the command and continue doing what they were told to do when the order “Do this” was given.
- Anyone who makes a mistake is eliminated. Similarly if a player does not move quickly enough when “Do this” is said, he/she is eliminated also.
- The leader should give the orders in fairly rapid successions and the movements should be simple.
- The game continues until all but one is eliminated-the last person being ‘in’ is the winner.





98 - CAT AND MOUSE

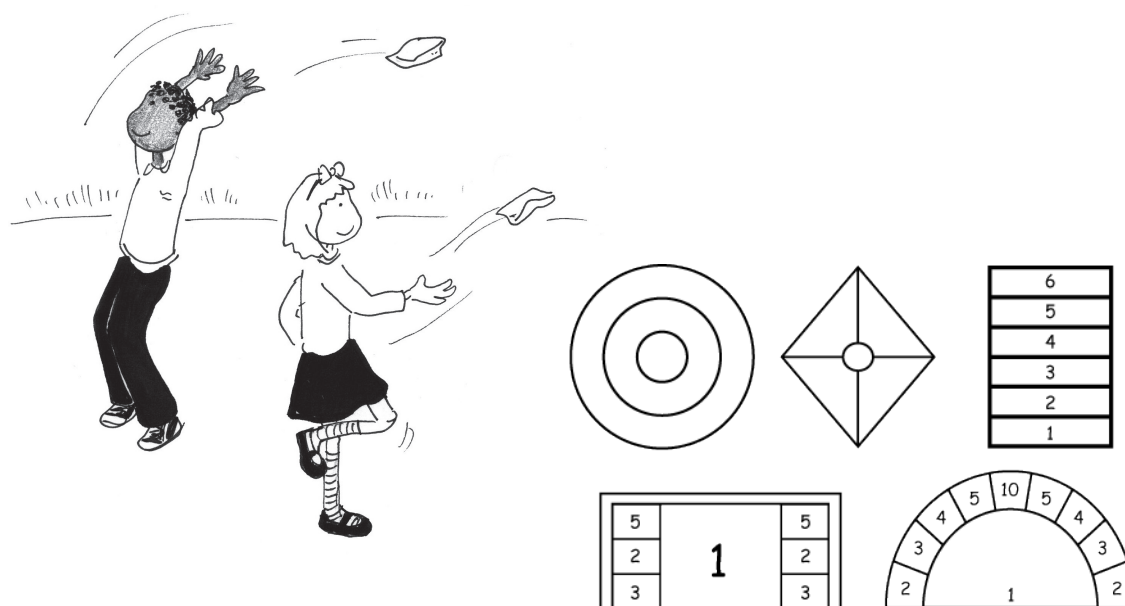
- Any number of pairs can stand one behind the other by a clock face number (*or in a circle if you have no markings.*)
- One person stands outside the circle (*the mouse*) and the chaser (*cat*) at the centre of the circle.
- When the game begins the “cat” chases the mouse anywhere around the pairs and across and around the circle. If the cat catches the mouse, they change roles immediately and continue the chase. The “mouse” can at any time stand in front of a pair and release the back person as the new “mouse”.





122 - TARGETS ON THE WALL

- Aim beanbags to hit the targets on the wall.
- Where do you stand?
- How many can you score?
- Can you aim with your other hand?
- Can you balance the beanbag on one foot and aim it at the target?
- Can you stand with your back towards the target and still aim over your head?
- Can you stand with your back towards the target and still aim - but between your legs?



141 - MARBLES IN

- Start with an equal number of marbles each.
- Take turns rolling a marble into the inner circle from outside the outer circle.
- When you have used all the agreed number of marbles, take turns flicking in the marbles which haven't yet gone into the inner circle.
- If you aim successfully into the middle you have another turn.
- If you get a marble in but it knocks another one out your turn ends.
- The player who gets the last marble into the inner circle keeps all the marbles.
- This can be played individually or in teams.





160 - MAKING UP A GAME – CATCH TO SCORE

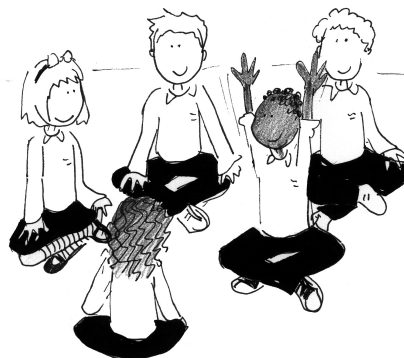
- You may collect:-
 - (i) one large soft ball.
 - (ii) coloured bands to distinguish teams.
 - (iii) two rope or chalk circles.
- CAN YOU – Make up a game where one team member stands in his / her own team's circle at one end of the pitch and catches a pass from his / her team to score.
- NO CONTACT – NO RUNNING WITH THE BALL.
- Decide how to start the game and make up any more rules that are necessary as you play.





185 - OPPOSITES

- Sit in a circle, one person in the middle.
- Players do everything the opposite of the one in the middle.
- Raise arms when the leader's arms are down, sit when standing etc.
- Anyone failing to do so changes places.



186 - CHAIR WINK

- Circle of chairs, half the players sitting, the other half standing behind.
- One vacant chair, with player behind who winks at someone sitting down.
- That person has to get up and sit in the vacant chair before the person behind puts his or her hand on their shoulder stop them.
- If they are not stopped the person with the vacant chair becomes the winker.





211 - KNEES RELAY

- Two equal teams line up parallel to each other.
- First player puts beanbag or sponge ball between knees and on signal “go”, tries to run round his team and back to own place.
- He/she hands over the beanbag / sponge ball to next player, who does the same (*round the back and front ends of the line*).
- Dropping the beanbag / sponge ball means going around again.
- Hands only to be used during the change over. First team to finish is the winner.



212 - “I SPY AND WRITE”

- Best played in groups.
- Suggest a common letter (e.g. *S, T or R*) and each group must produce a list of everything in the room beginning with that letter.



E ORGANISING THE PLAY ENVIRONMENT

We can look into almost any school playground at playtimes and recognise the value of childrens' relationships. Even if there is nothing to play with, and the space is limited, children will still play, and play with each other.

However, in order to enrich this playtime experience and let children benefit from the opportunity to:-

- take responsibility for themselves
- develop personal and social skills – co-operation, tolerance etc.
- express themselves
- “let off steam”
- rehearse real life situations and role play
- play fantasy games
- have fun
- create their own games, plays etc
- develop their intellect
 - ability to reason
 - ability to understand ...

we need to consider the following points:-

- Children need a **safe space** in which to play.
- Is the playground **zoned** to facilitate a variety of play?
- What **outdoor and indoor facilities** are available?
- Sufficient **staffing levels**.
- Staff **expertise** and **confidence**.
- Is there a limited amount of **equipment**?
- How is the **equipment organised**?
- What **playground markings** do we have / need?