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SECTION 5

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PLAYGROUND MARKINGS

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THE ZONES IDENTIFIED

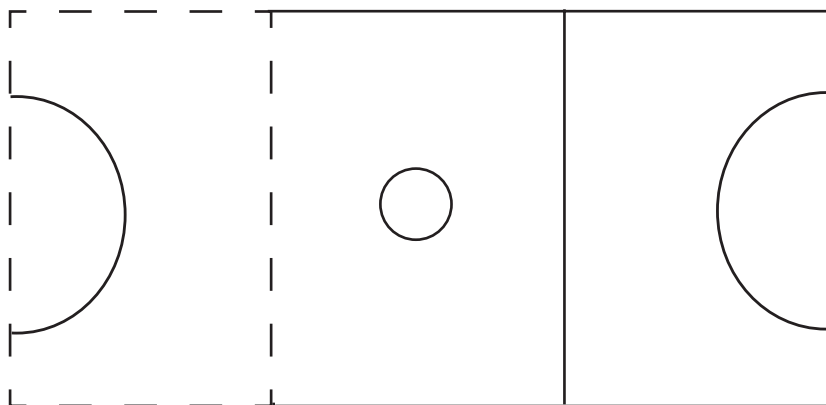
We will now take a more detailed look at the different basic zones which have been suggested.

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.

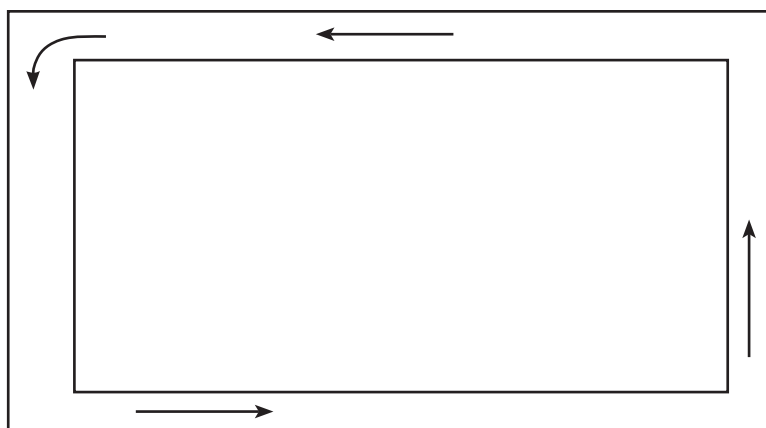
A free running zone could be an area set aside for chasing games etc e.g.

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



- (ii)

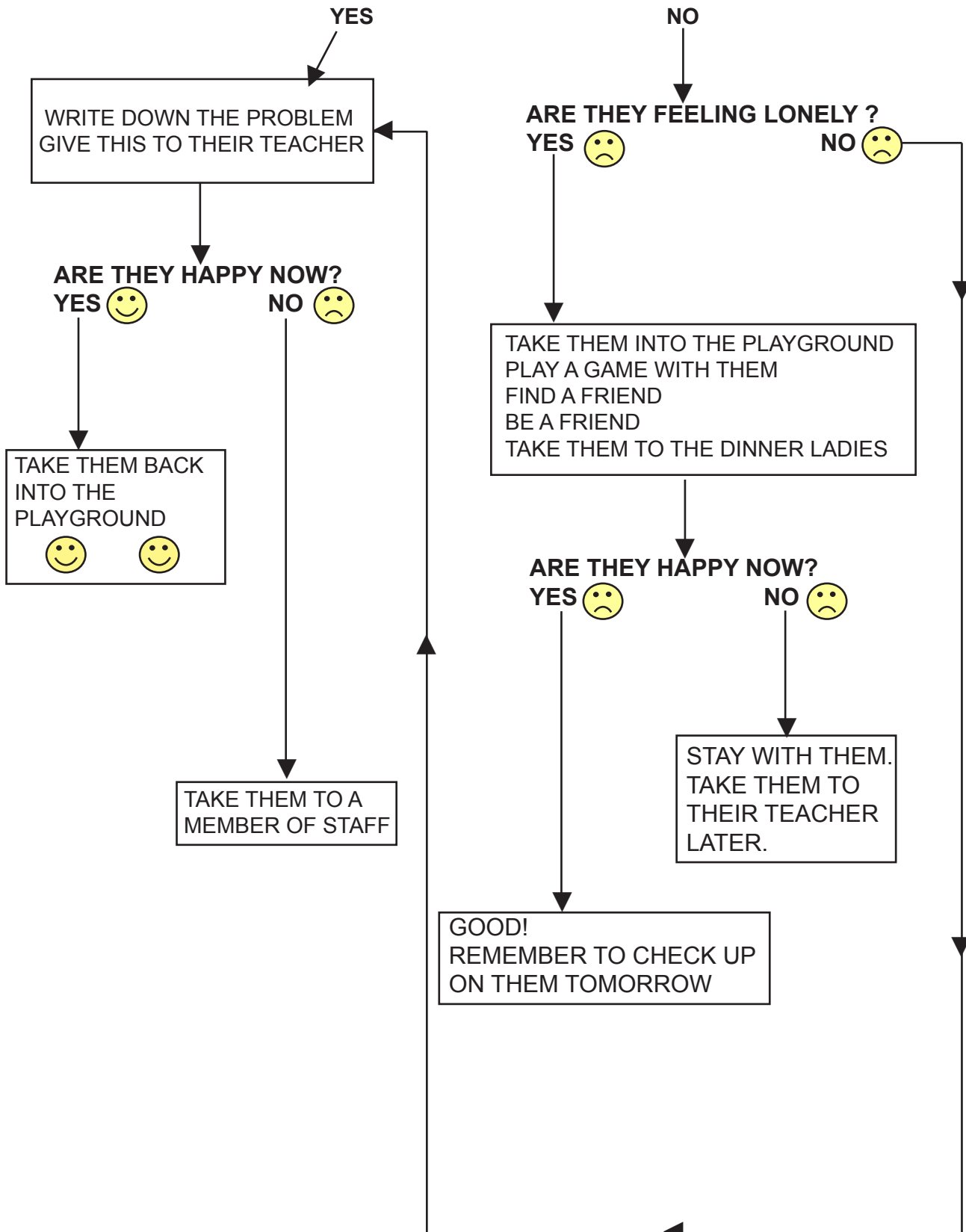
- (a) it could be a “roadway” around the edges of the playing space – a one-way system where they can run at speed without fear of collision



BUDDY CHECKLIST

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

IS IT A PROBLEM OTHER THAN FEELING LONELY ?



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

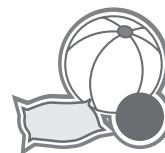




4 - BLIND TRUST

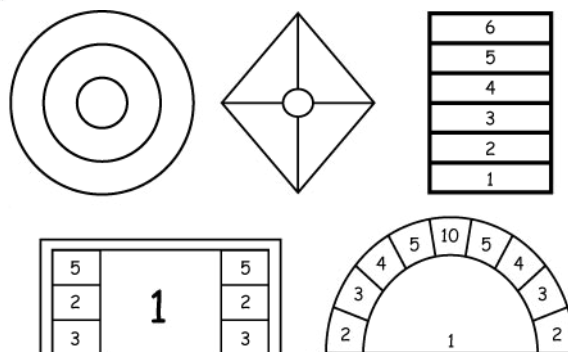
- In two's mark out the route from one entrance to the centre in chalk so it is clearly established and the "caller". can easily see it.
- One member of the pair is blindfolded and has to move slowly through the maze on verbal instructions from their partner (*who must stand outside the maze and not 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

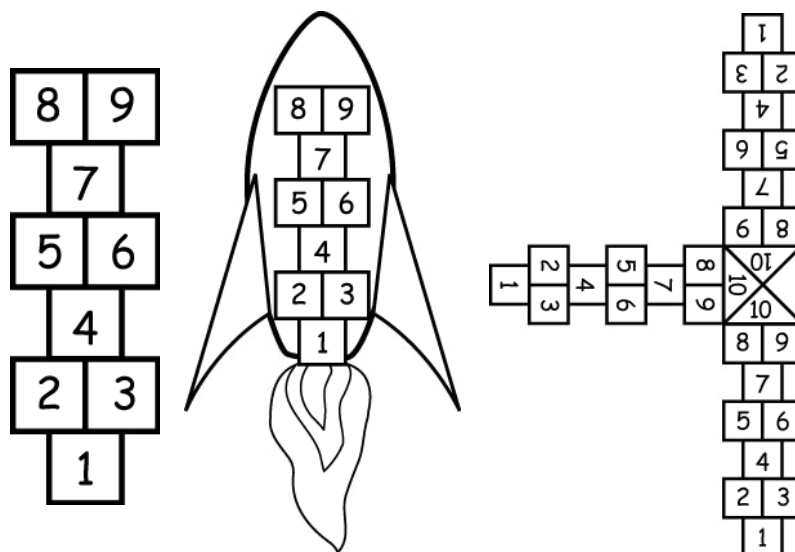
- Divide players into 2 teams – one team of attackers and one team of defenders. Attackers start with the ball a distance away from the wall and pass to each other (*either throwing the ball or kicking the ball*).
- When they are in sight of the target, they try to score by throwing the ball at the target.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





69 - HOP HOPSCOTCH

- Play this game in exactly the same way as “hopscotch” but play it hopping on ONE LEG ONLY.
- Take it in turns to throw the beanbag / a stone onto the numbered square.
- Hop around the square and up to No. 10 then around and hop back, pick up the beanbag (*still on one leg*) and repeat on further numbers until you miss your square or reach No. 10.





104 - "SHEEP SHEEP COME HOME"

- One child is chosen as the farmer, one a fox and the others are sheep.
- The farmer stands apart from the sheep and the fox stands between the sheep and the farmer.

The farmer calls ...

"Sheep, sheep come home"

The sheep reply

"We're frightened of the fox"

The farmer then says ...

"The fox has gone to Devonshire and won't be back for seven years."

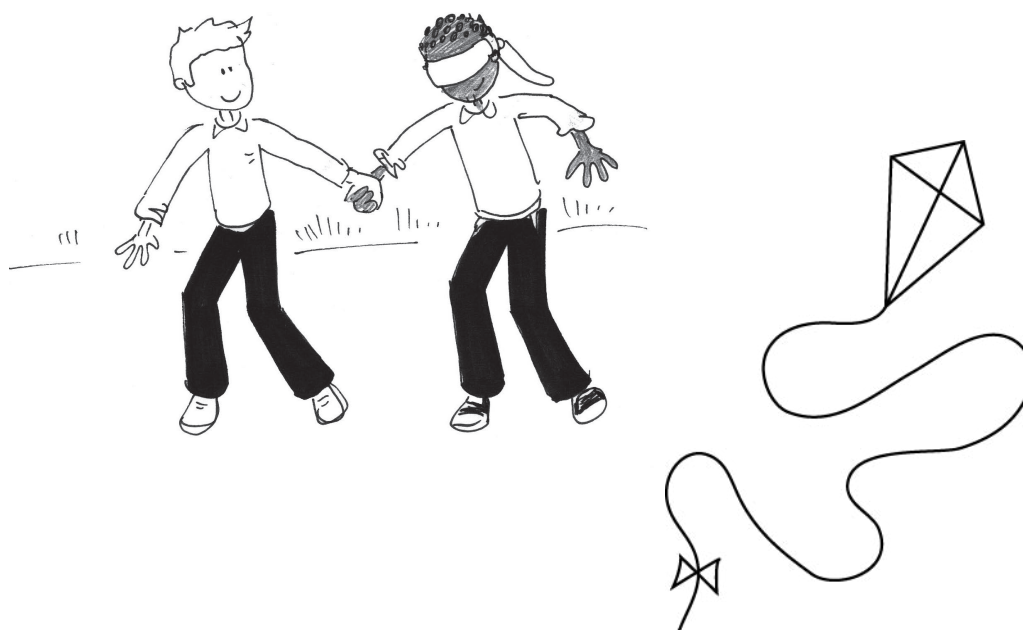
- At the end of this phrase the sheep run to the farmer, and the fox tries to catch one of them before they reach him. (*Sheep can only be "caught" with a touch of the hand - NO ROUGH CATCHING!*)
- The sheep that is caught either helps the fox as a catcher or takes the place of the fox.





123 - BALANCE

- Stand on the kite to start.
- Balance along the “tail” of the kite, being careful not to fall off!
- Can you get right to the other end of the tail?
- Can you balance along backwards?
- Can you balance along holding hands with a partner?
- Can your partner close his / her eyes and you **lead** him / her carefully along?
- If you don't have a kite marking, try all the activities along existing lines.





162 - MAKING UP A GAME – THROWING SIX

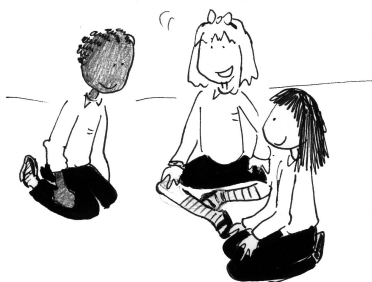
- You may collect:-
 - (i) Coloured bands to distinguish teams.
 - (ii) A large soft ball.
 - (iii) Four markers to mark out the playing area.
- CAN YOU Make up a game to try and score **6 consecutive passes** among members of your own team.
- When the ball is intercepted or dropped, the counting begins again.
- NO CONTACT – NO RUNNING WITH THE BALL.
- Decide how to start the game and what other rules are necessary as you play.





193 - START AND STOP

- Small quiet group word game.
- One child calls out a name or word.
- The next child must say a word beginning with the last syllable or letter of that word e.g. “pick” – “king” or “jumper – person”



194 - DODGE

- Wander about the play area.
- If you meet anyone take **two steps to the left** to pass by but do not touch anyone else.



Always be positive

It is important to remember when dealing with behaviour problems that PRAISE IS MORE EFFECTIVE THAN CRITICISM. Catch them when they are good rather than continually criticising a child who is always misbehaving. Try to break this pattern by noticing the good things that he / she does. If the child is playing nicely or eating calmly, make a positive comment about it. Praise works wonders!

Show how pleased you are

Find out if any rewards are available to you. Some schools suggest that their midday supervisors encourage good behaviour in special ways, e.g. with house points or “smiley” badges. Ask your school if there are any rewards they would like to use. If there are none, then a pat on the back, a smile or an encouraging comment can be very beneficial.

Be trustworthy

You are in a responsible position of trust - be careful not to tell other parents about incidents that happen in the school. A careless word at the wrong moment can lead to unwelcome situations.

Despite the fact that you offer caring, warm relationships, there will be occasions when you consider a child’s behaviour unacceptable. The following suggestions will help you deal with these instances.

Know the school rules

Remember, when you first start as a supervisor that the children will test your limits to see how far they can go with you! Make sure that you know all the school rules for meal-times and playtimes, e.g. how they should queue for-meals, whether they are allowed in the classrooms during the lunch hour, territories that are strictly out of bounds, which games are permissible in the playground etc. If you are clear about these rules before you begin, you will find it easier to deal with the children whilst they are testing you out.

