

PROPS

Peers Running Organized Play Stations

**An Implementation Guide To An
Active Playground**



DURHAM
REGION HEALTH DEPARTMENT





INTRODUCTION

Durham Lives! is a coalition of organizations, groups and individuals that promote physical activity, healthy eating and a smoke-free community to reduce heart disease and cancer. The aim of the Durham Lives! Schools Group is to pilot a comprehensive program that integrates the factors for heart disease and cancer. The goal is to have positive behaviour changes regarding the risk factors that include: increased physical activity, smoking cessation and healthy eating.

Durham Lives! partners support the Peers Running Organized Play Stations initiative as it fits into the Health Canada model of the Durham Lives! School Group. The Durham Lives! School Group involves the total community, which includes students, staff, administrators, parents, agencies and community members. **This initiative is designed to improve the environments where children and youth live and learn.**

As health related behaviours are established in childhood, working with youth can reduce the incidence of heart disease and cancer most effectively. This initiative will assist youth to establish healthy behaviour by increasing incentives for physical activity in schools. It will create opportunities for increased participation in organized physical activity.

DEVELOPED BY

Peter Clayton	- Teacher - Durham District School Board
Peter Crane	- Consultant - The Peterborough Victoria Northumberland and Clarington Catholic School Board
Rob Dymnt	- Program Facilitator - Durham District School Board
Paula Hanley	- Public Health Nurse -Durham Region - Health Dept.
Sharron McKeever	- Consultant - The Durham Catholic District School Board
Sylvie Morel-Foster	- Consultant - The Durham Catholic District School Board
Kim Sweet	- Teacher - Durham Catholic District School Board
Mary VanBerkum	- Teacher - Durham Catholic District School Board
Tracey Wray	- Teacher - Durham District School Board

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SECTION 1

Overall Information

Facts

1. Only 10% of Canadian schools provide quality physical education programs on a daily basis. (Canadian Fitness and Lifestyle Research Institute-CFLRI, 1999) Recess gives children a daily window of opportunity to be active. Before and after school, during lunch hour and at recess, most Canadian children spend at least 1 hour each day on the school playground. Outside of physical education classes, recess may be the only time during the school days that children can be physically active.
2. Forty percent of Canadian children already have at least one risk factor for heart disease - reduced fitness due to an inactive lifestyle. *Fishburne & Harper Tarr, 1995*
3. On average, Canadian children spend 26 hours watching television and another 30 hours sitting in school every week. This does not include the hours they spend in front of a computer or playing video games each day. These numbers contribute to the fact that 2/3 of Canadian children are not physically active enough to lay a foundation for future health. (CFLRI, 1998)
4. **Source: Globe and Mail - Wednesday, April 17, 2002**
Problems in child health could pose crisis, Roy Romanow, Chair of Royal Commission on Health Care

Dr. Holland said that due to sedentary lifestyles of youth: "The major factors contributing to the increased rate of diabetes are obesity and inactivity. Approximately 25 percent of Canadian children are obese and a further 10 percent are overweight. The prevalence is rising in epidemic proportions." He said "computer, televisions and the widespread devaluation of sports in our schools are co-conspirators in the evolution of diabetes and heart disease."

Evidence

REGULAR PHYSICAL ACTIVITY ENHANCES ACADEMIC PERFORMANCE:

- *An individual enjoys improved concentration, enhanced memory and learning, enhanced creativity, better problem-solving ability and improved mood state for up to two hours following exercise.*
Taylor & Taylor, 1989
- *Children's movement experiences are intimately connected with their intellectual, emotional, aesthetic, social, physical and motor development. In other words, physical education is necessary to ensure overall human development.*
Fishburne & Haslam, 1992
- *Improvements in discipline, academic performance and self-concept are benefits associated with regular physical activity.*
Fishburne & Boras, 1989
- *Moderate to vigorous physical activity favourably enhances skill performance in classroom function such as arithmetic, reading, memorization and categorization.*
Keays, 1993

Rationale

Research indicates that childhood obesity and inactivity are highly prevalent in today's youth. At the same time, school communities are experiencing an increase in inappropriate aggressive behaviours, in particular, bullying. The PROPS document was written in response to teachers requests for a quick reference guide to games and activities that would keep students occupied in an active way during their time out on the playground (recess, lunch, before and after school).

Studies show that bullying usually takes place on the playground, away from adult eyes, and episodes last about 38 seconds. (The Toronto Star, Sept. 2001)

Students Will:

- *become independent in directing their own play activity;*
- *return to classes ready to learn;*
- *become physically active every day;*
- *cooperate better with their peers;*
- *demonstrate less aggressive behaviour on the playground;*
- *develop leadership skills*

PROPS Will:

- *decrease incidents of bullying*
- *decrease suspension rates*
- *improve the environment of the playground*

Participation and enthusiasm are key ingredients to building strong, active, healthy youth who can make good decisions. HAVE FUN!



What is PROPS?

Peers Running Organized Play Stations is a program that encourages children to use their time productively in the school yard by helping them learn new and traditional games. In playing these games and doing these activities, students are less likely to engage in undesirable playground behaviour.

- *Fall and Spring are ideal times for running this program. In addition, adaptations can be made for many games to be played in Winter.*
- ***The key is to teach these games so that students can play them.** The PROPS squad consists of trained older students who, not only know the games being played, but enjoy playing and teaching them to the younger children. One of the key aspects of their role is to teach these games to younger students prior to implementing the PROPS program in the schoolyard.*
- *Something to identify this group on the playground will need to be purchased for the PROPS group in order to be visible on the yard during their duty days. The group can wear T-shirts (or hats, bandanas, badges etc.) to identify them, as they circulate on their duty days, and engage the kids in activities or games.*
- *The cost of the program is minimal. Some different types of equipment may need to be purchased; however, most physical education equipment will do, and many of the activities require no equipment.*

An organized approach to an active recess may be different from school to school. Programs that already exist at the school, staffing, resources and the playground itself will all affect the implementation of PROPS.



A Comprehensive Implementation Team

*An enthusiastic team is essential in order to implement the **PROPS Squad**. Principals, teachers, staff, parents and student leaders must be willing to articulate their concern about declining physically activity levels! Because no two schools are alike, the team will vary from school to school.*

Prior to implementing the initiative, the concept should be introduced to Administrators, School Council and staff. Once support for the project is secured, an organizational meeting should be held with several key individuals, including a principal, teacher and parent.

*The **School Administration** will play a key role in making **PROPS Squad** a reality. Even the most enthusiastic teacher will have difficulty mobilizing the entire school without the principal's support.*

***Teachers'** enthusiasm for physical activity will affect the entire student body. Introduce games at a staff meeting using overheads and handouts.*

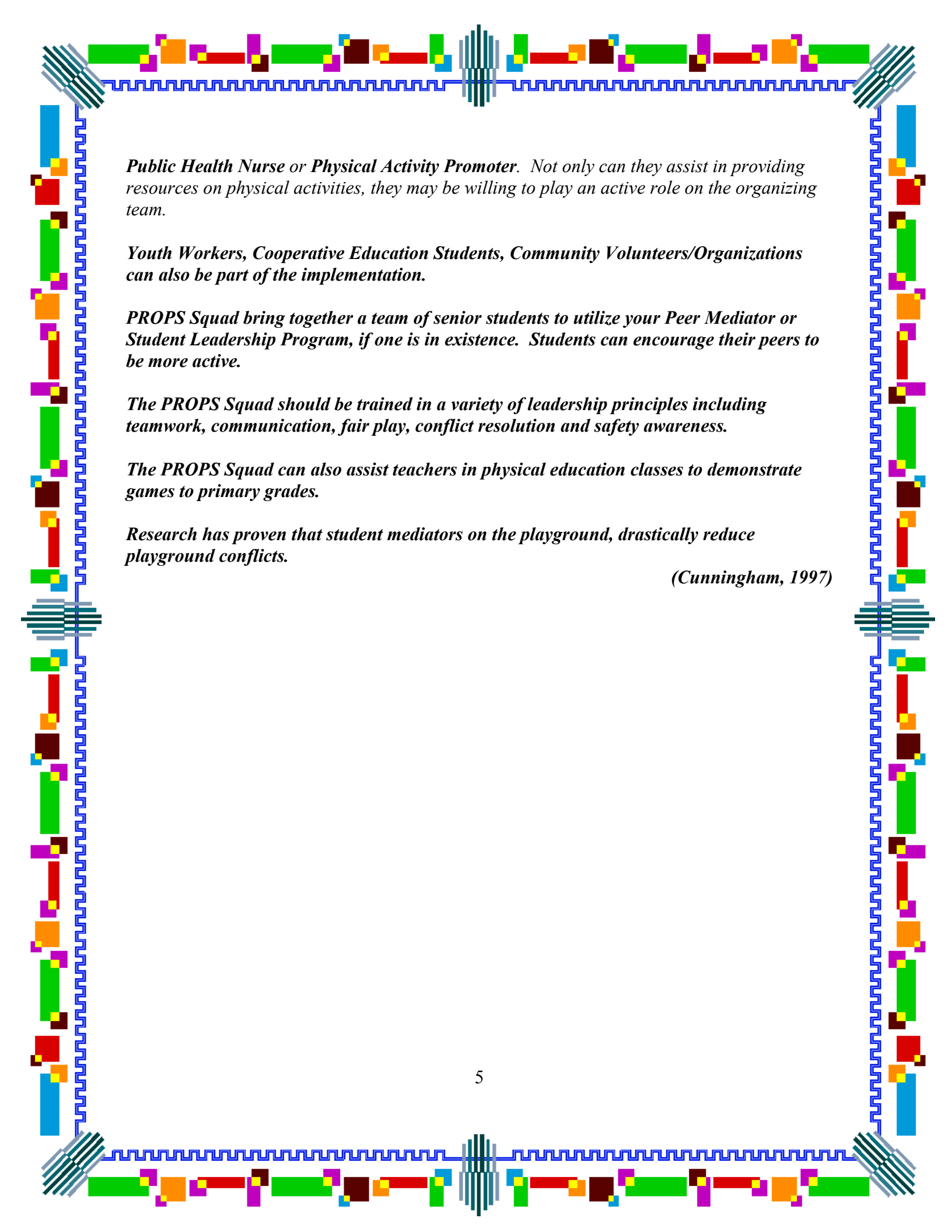
The greatest challenge in bringing the games to the playground, is ensuring that the children understand the rules, so they can initiate activity. Teaching the skills of Four Square, Hopscotch and other playground games during physical education classes, is key to ensuring the success of the project. At recess, teachers should provide the necessary prompts to encourage physical activity.

***Retired Principals and Teachers** can also be called upon to be part of the team. Their knowledge and expertise on "what works" will be very helpful.*

*The **School Council, PTA or Home & School** can be true "champions" of the project. Not only can they assist as volunteers on the playground, but they can take a leading role in organizing fundraising initiatives that will help cover costs. Keep them involved every step of the way.*

***Lunchroom/Playground Supervisors** already play an important role on the playground. Whether the supervisors are teachers, paid employees or parent volunteers, include them in the planning process. They should be familiar with the games and rules of play; inservicing may be necessary.*

***Custodial Staff** is a resource that cannot be overlooked. In addition to retrieving balls from the roof and making storage space available, custodians play an integral role in maintaining a safe playground.*



Public Health Nurse or Physical Activity Promoter. Not only can they assist in providing resources on physical activities, they may be willing to play an active role on the organizing team.

Youth Workers, Cooperative Education Students, Community Volunteers/Organizations can also be part of the implementation.

PROPS Squad bring together a team of senior students to utilize your *Peer Mediator or Student Leadership Program*, if one is in existence. Students can encourage their peers to be more active.

The PROPS Squad should be trained in a variety of leadership principles including teamwork, communication, fair play, conflict resolution and safety awareness.

The PROPS Squad can also assist teachers in physical education classes to demonstrate games to primary grades.

Research has proven that student mediators on the playground, drastically reduce playground conflicts.

(Cunningham, 1997)



SECTION 2

Guide to Props

Implementation

Guide to PROPS Implementation

SUGGESTED STEPS

1. Familiarize yourself with Section One - Overall Information (pg. 1-5)
2. Present this information at a staff meeting (include custodian, lunch supervisors etc.) and School Community Council. Seek volunteers.
3. Schedule a school PROPS Supervisors meeting to establish a core team that will implement this program. Discuss recruiting of student leaders and other community partners that can support the program.
4. Promote and recruit student PROPS leaders.

Recruit students that will be part of the PROPS Squad. Present to individual classes or group of classes who you want to be involved in the program. There may already be an Athletic Association or Student Council group that wants to take the lead on this program. Hand out the PROPS Squad application form (see Appendix A) and establish a due date for submission.
5. PROPS Supervisors meet to decide PROPS Squad leaders.
Review applications.
6. PROPS Supervisors and PROPS Squad Members meet to discuss roles, responsibilities and commitment. See appendices E and F for related recommended forms.

In this initial meeting, the goals of the program should be highlighted. Decisions may be made with respect to: how the PROPS Squad will be identified, what the program will be called, a logo or motto for this group, and the timeline for implementation.
7. Develop a School Implementation Plan. PROPS Supervisors meet with school administration to: develop implementation timelines, plan training sessions, set agenda and timelines for sessions, review Section three and four and develop planning schedules. See Appendix J or page 8.
 - A Develop Implementation Timelines
 - B Training Sessions - Set agenda and timelines for sessions - review Section Four for suggestions.
 - C Planning Schedule
 - E Review Safety Guidelines - see pg, 31
 - F Review Codes of Conduct (Rules/Fair Play) - see Appendices G and H
 - G Schedule - see Appendix I
 - H The motto for all activities and games can be developed by your Props Squad for your school.

“School Set-Up”

8. “School Set-Up”

The decisions you make will be dependent on the number of students involved in the program, the number of week days and the number of times each day PROPS will be implemented in your school.

Design a map of your school including the outside area with any tarmac markings, basketball hoops, grass fields and school exits for planning purposes. **(See Appendix D)**

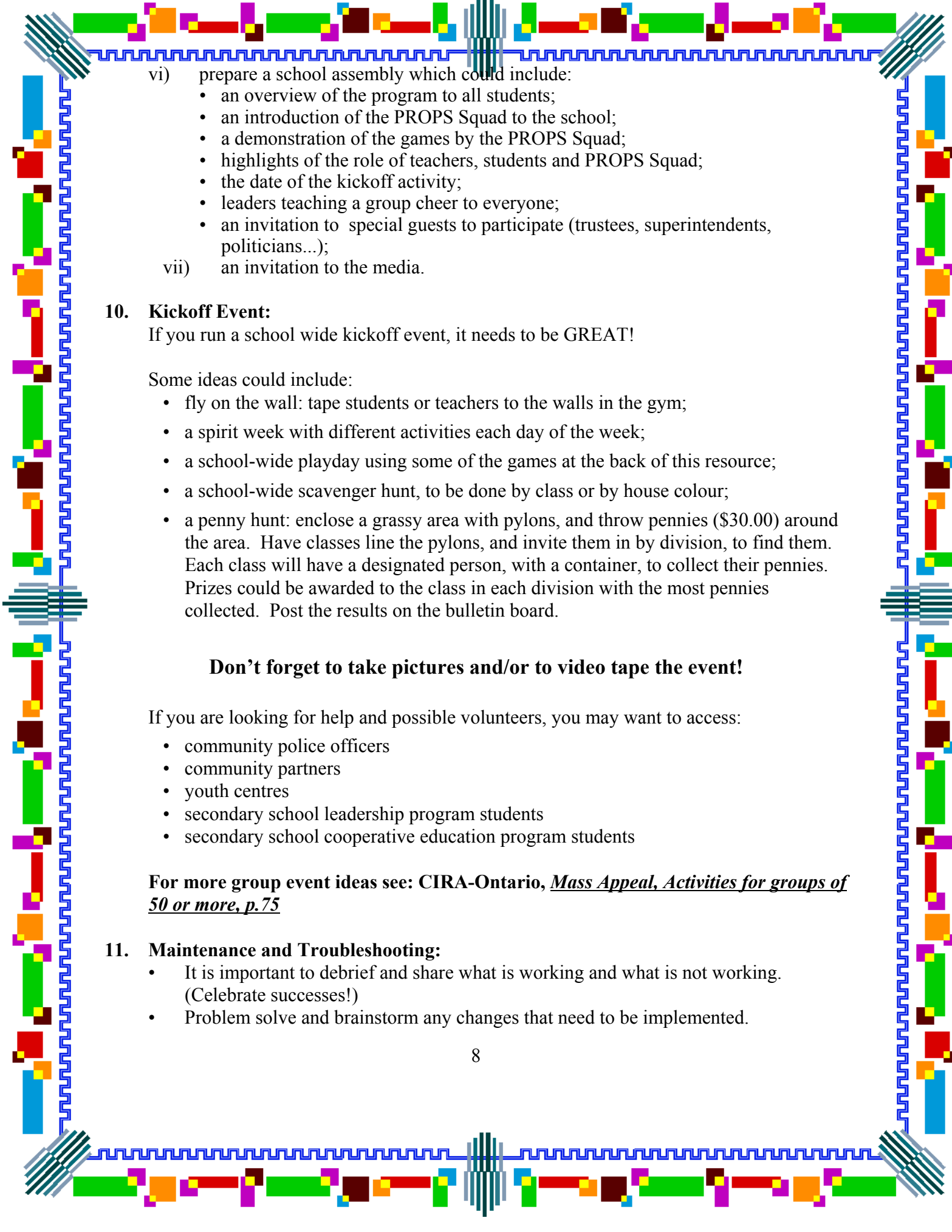
Sit down with the PROPS squad, teachers, playground supervisors and administration to decide:

- the activities you will be using in different seasons;
- the boundary lines and designated zones for activities;
- any signs that need to be made and posted for these areas;
- any new tarmac lines that need to be made (by who, what cost, when...); **(See Appendix C)**;
- high traffic areas and exits that need to be considered for safety purposes;
- equipment management questions that need to be answered:
 - Who is responsible? (PROPS Squad)
 - Where is the equipment stored? (Inside/outside, with regular P.E. equipment?)
 - How is it accessed and at what times? (PROPS Squad let out early to get organized?)

The following ideals could be used: Respect, Fair Play, Safety For All, and Fun.

9. “Promoting The Program”

- i) establish a bulletin board with the following information that could include:
 - a photo of each PROPS squad leader;
 - a map of the school yard indicating the location of various activities;
 - assigned duties for the week/month for the PROPS squad;
 - a list/calendar of activities/events for staff and students;
 - the Logo or Motto of ‘**YOUR**’ school PROPS squad;
 - some of the facts from the beginning of this resource.
- ii) design creative announcements leading up to a kickoff event;
- iii) design creative posters to be displayed around the school promoting the kickoff event;
- iv) add an article in the school newsletter to inform parents about the program;
- v) attend a School Council meeting to inform members of the program;

- 
- vi) prepare a school assembly which could include:
- an overview of the program to all students;
 - an introduction of the PROPS Squad to the school;
 - a demonstration of the games by the PROPS Squad;
 - highlights of the role of teachers, students and PROPS Squad;
 - the date of the kickoff activity;
 - leaders teaching a group cheer to everyone;
 - an invitation to special guests to participate (trustees, superintendents, politicians...);
- vii) an invitation to the media.

10. Kickoff Event:

If you run a school wide kickoff event, it needs to be GREAT!

Some ideas could include:

- fly on the wall: tape students or teachers to the walls in the gym;
- a spirit week with different activities each day of the week;
- a school-wide playday using some of the games at the back of this resource;
- a school-wide scavenger hunt, to be done by class or by house colour;
- a penny hunt: enclose a grassy area with pylons, and throw pennies (\$30.00) around the area. Have classes line the pylons, and invite them in by division, to find them. Each class will have a designated person, with a container, to collect their pennies. Prizes could be awarded to the class in each division with the most pennies collected. Post the results on the bulletin board.

Don't forget to take pictures and/or to video tape the event!

If you are looking for help and possible volunteers, you may want to access:

- community police officers
- community partners
- youth centres
- secondary school leadership program students
- secondary school cooperative education program students

For more group event ideas see: CIRA-Ontario, *Mass Appeal, Activities for groups of 50 or more, p.75*

11. Maintenance and Troubleshooting:

- It is important to debrief and share what is working and what is not working. (Celebrate successes!)
- Problem solve and brainstorm any changes that need to be implemented.

- Once the program is implemented, you may want to provide follow-up sessions such as: a booster workshop on new games or a special theme event, troubleshooting sessions (especially at the beginning of the program) to promote student problem solving or recognition sessions to celebrate the achievements of the group.

12. Celebration Recognition:

- Throughout the year and especially at year end, plan to celebrate small and large successes of the program.

A Reminder: Students should be involved in the planning stages after the initial supervisors meeting and...

Remember that this is a student leadership program. Let go of the need to solve all of the problems and to be responsible for all of the activities. As adults, we naturally want everything to run smoothly. Allow students the opportunity to solve problems and to lead activities. Intervene only when necessary.



Schedule Planning

EVENT: _____

PERSON IN CHARGE: _____ **DATE:** _____

Type of event: _____

Total length of event: _____

Type of organization preferred by participants:

" league " tournament " free play " stations " regular meetings

" special day " rally " other: _____

Anticipated number of participants/teams: _____ Individuals: _____

Anticipated number of games or activities: _____

Type of organization preferred by participants:

" before school " noon " after school

" during school " other: _____

Facilities needed: _____

Times facilities are needed: _____

Equipment needed: _____

Equipment procedures: _____

Personnel needed: _____

Times personnel are needed: _____

Sign-up procedures: _____

Source: *Canadian Intramural Recreation Association(CIRA). Playground Leadership Program, p. 54*



SECTION 3

PROPS

Squad Training:

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PROPS Squad Training Session(s)

Schools may determine if they will cover the content of the training session in one half-day workshop or a series of mini-workshops (e.g., lunch hour, after school).

The following is a list of topics that should be covered:

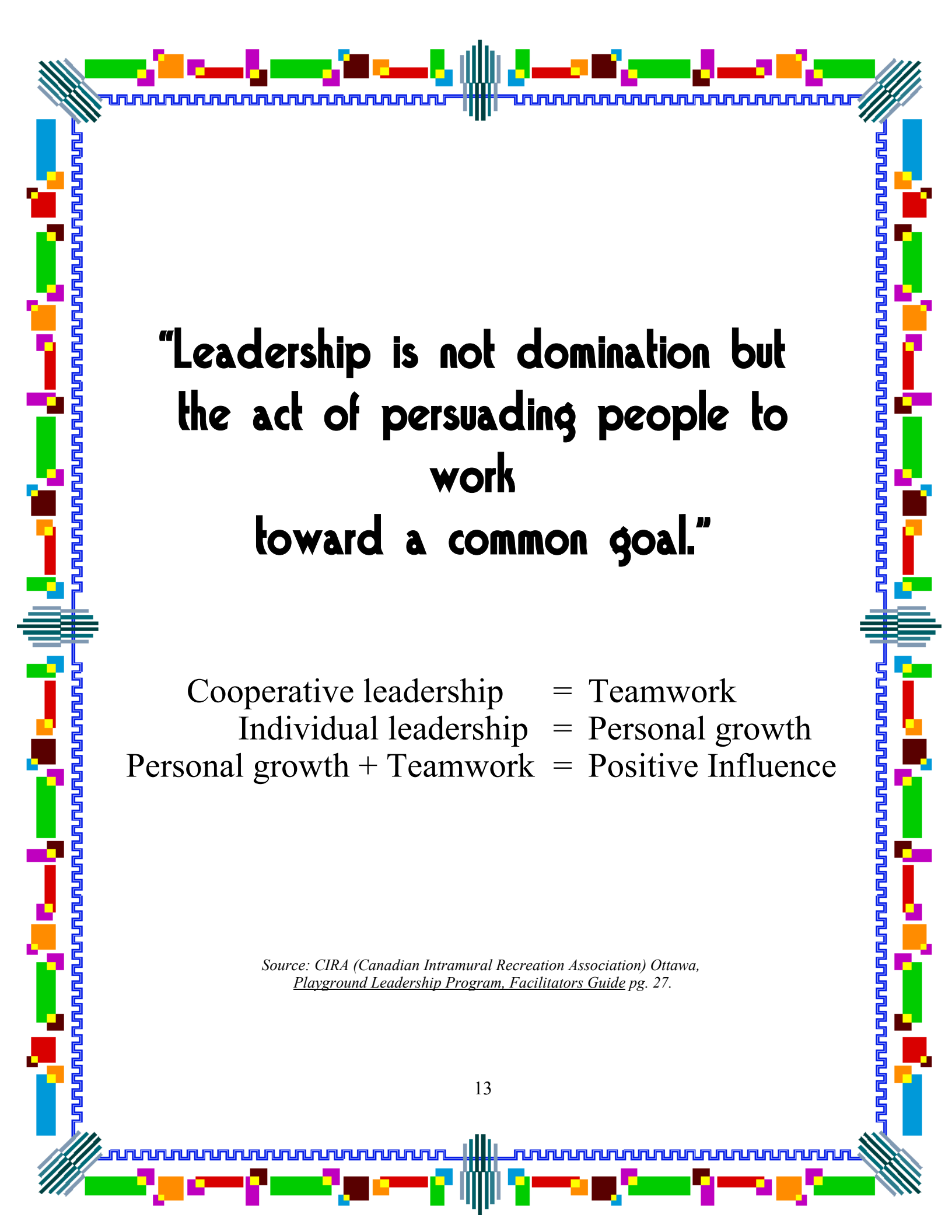
1. Overview of Program
2. PROPS Squad Responsibilities/Commitment
3. Leadership Skills
4. Communication Skills
5. Conflict Resolution Skills
6. Safety
7. Review Fair Play/Playground Rules
8. Games
9. Implementation Plan
10. Kick Off





Leadership Skills

TRAINING SESSION ACTIVITIES AND INFORMATION



**“Leadership is not domination but
the act of persuading people to
work
toward a common goal.”**

Cooperative leadership = Teamwork
Individual leadership = Personal growth
Personal growth + Teamwork = Positive Influence

*Source: CIRA (Canadian Intramural Recreation Association) Ottawa,
Playground Leadership Program, Facilitators Guide pg. 27.*

Leadership

BACKGROUND INFORMATION

Leaders are one of the key components of organized recreational activities. In order for something to be efficient as well as be fun, leaders have to take an active role. Leaders always affect activities in one of two ways: a leader can be positive and fun, or a leader can be negative and challenging.

An effective leader demonstrates many important qualities.

Positive Leadership:

- A leader must be tolerant, and fair to everyone.
- A positive leader praises, and shares the credit with others.
- A leader must be able to make decisions.
- A leader must always stay calm and on task, even under difficult circumstances.
- A leader must be able to admit mistakes, and take responsibility for them.
- A leader must be able to accept constructive criticism.
- A leader must learn to anticipate difficulties, and be able to bounce back when things do not go well.
- A leader must be able to share responsibilities with others and assign tasks to others without seeming bossy.

A positive leader is somewhere in all of us, and everyone leads in some way. Some people use words, and others use actions. There are many ways to lead a group and many leaders within a group. A great leader knows this, and praises leadership in others. This is why a leader leads instead of controls. Leadership allows everyone in a group to shine, not just the leader.

“Qualities of a Leader” Group Activity

Materials:

- large flip chart paper
- magic markers
- masking tape/stick tack

Divide into small groups.

Step 1:

- By yourself, think of a leader you know. (It could be a teacher, a friend, a famous celebrity, a political leader, etc.)
- List the qualities you think make that person a leader.

Step 2:

- Share your lists of leadership qualities with the others in your group.
- Compare the qualities you each feel are most important.
- As a group, make a list of 10 leadership qualities your group feels are most important.
- Write your list of qualities on the large flip chart paper provided.

Step 3:

- Pick a spokesperson for your small group who will present your qualities to the larger group.

Adapted from P.L.A.Y.: Middlesex-London Health Unit



“My Leadership Profile”

1. List the qualities of a good leader that you feel you have, or have already learned.

2. Which is your very best quality?

3. How might you use some of your good qualities to help your leadership group develop a strong intramural program?

4. Which other qualities would you like to improve while in the leadership group?

5. List some ways that may help you improve these qualities.

*Source: CIRA (Canadian Intramural Recreation Association) Ottawa,
Playground Leadership Program, Facilitators Guide pg. 31.*



Group Discussion Questions

What are some possible roadblocks in becoming a leader at school?

List the pros/cons of being a school leader.

How would you deal with the cons?



Communication Skills

TRAINING SESSION ACTIVITIES AND INFORMATION

Communication

BACKGROUND INFORMATION

Communication is a two-way street: **S**ending (talking) and **R**eceiving (listening).

Communication is more than just verbal.

Communication has three important parts to it:

- 1) **SPEAKING**
- 2) **VISUAL**
- 3) **LISTENING**

1. **Communication is SPEAKING:**

When you are speaking, it is very important to speak clearly. Try not to slur words because no one will understand you. For example, if younger children do not understand your instructions, they will ignore them or become frustrated.

Your tone of voice is also important in speaking because a message can be displayed through your voice, rather than the actual words you are saying. For example, the group's attention can often be received without you needing to shout and stamp your feet; simply change the tone of your voice.

2. **Communication is VISUAL:**

Body language says a lot. Be aware of your body language. Your body and facial expressions can show others how you are feeling. Also, try to maintain eye contact when you are speaking with someone; this lets them know that you are paying attention to them.

3. **Communication is LISTENING:**

Listening is probably more important than talking because if we don't listen carefully, then we don't know what the other person is trying to tell us. Many people have poor listening skills, so try to listen to what is being said. Paraphrase, repeat and ask questions to be clear of the meaning. Try not to interrupt the other person when they are speaking.

Adapted: Middlesex-London Health Unit, P.L.A.Y (Peer Leadership for Active Youth), Leaders Handbook..

Communication Checkup

DIRECTIONS: Rate yourself on how you're doing when using the principles of good communication.

How I'm doing at:

	Poor	Fair	Well
1. Not putting others down	_____	_____	_____
2. Not criticizing others	_____	_____	_____
3. Letting everyone talk	_____	_____	_____
4. Not interrupting	_____	_____	_____
5. Using good eye contact	_____	_____	_____
6. Nodding and affirming I'm listening	_____	_____	_____

I intend to work on _____ at school.

I intend to work on _____ at home.

Source Unknown



Communication

SUPERVISOR BACKGROUND

ACTIVE LISTENING

Look at the person.

Pay attention to feelings.

Nod your head and smile. (Be aware of your body language.)

Ask questions.

Play back what you've heard.

MAKING INTRODUCTIONS

My partner's name is _____
(FIRST and LAST name)

and if he/she could learn anything it would be to...

Speak clearly.

Look at your audience.

Be aware of your body language.

Conflict Manager Training.

Source: Conflict Manager Training Program

Tips On Communication

WHEN YOU ARE SENDING A MESSAGE

Communication Skill

- Speak for yourself, not for others. Use “I” to show you take responsibility for your own ideas.
- Be complete and specific. Give all the information because the listener needs to understand your ideas.
- Make sure you mean what you say: words, actions and body language.
- Use more than one method to convey your message.
- Ask the receiver if the message is understood.
- When you express feelings, use descriptive words, rather than hinting or showing them non-verbally.
- When you react to others, describe the behaviour rather than judging it.

Sample Comment

- “Maybe I’m the only one in the group who thinks that activity would be a winner”.
- “I’ve just explained each of the questions the Parent Committee asked about the fund drive”.
- “I’m smiling because the thought of 200 kids doing fitness on the field is incredible!”
- “The details of the fund drive are in my written report. I’ll summarize briefly.”
- “Are there any questions?”
- “I think that all the options have been identified and that we’re ready to make a decision now.”
- “Bill has missed three meetings since the holidays.”

WHEN YOU ARE RECEIVING A MESSAGE

- Restate the sender’s message to be sure you understand it.
- When there is misunderstanding, discuss it with the sender.
- Respond to the sender’s feelings by expressing them in words.
- “You mean I should talk to the Coach before I organize the equipment schedule?”
- “I can see why we shouldn’t have a long speech at the banquet, but I don’t know why we can’t talk about the award winners”.
- “I bet you’re excited about going to the CIRA Conference!”

*Source: CIRA (Canadian Intramural Recreation Association) Ottawa,
Playground Leadership Program, Facilitators Guide, pg. 40*



Conflict Resolution

TRAINING SESSION ACTIVITIES AND INFORMATION

Conflict Resolution

BACKGROUND INFORMATION

“A conflict is a fight, a disagreement, or a problem. It usually involves more than one person. Often people become angry during a conflict. Conflict resolution is solving the problem so no one loses, and so that physical force is not used. When we resolve a conflict successfully, both sides feel like their needs have been met.

CAUSES OF CONFLICT

The possible causes of conflict are seemingly infinite. However, many conflict resolution experts point to three main areas of conflict:

- **Conflict over resources.** This type of conflict occurs when two people want the same thing, or there is not enough of something to go around. When two people clash over a seat on the bus, this may be a resource-based conflict (though often there are other, more important dimensions).
- **Conflict over psychological needs.** Young people have tremendous and intense psychological/emotional needs. High on the list of most adolescents are needs for belonging, friendship, autonomy, and power. The student who argues over a bus seat may really be expressing a need to sit next to a certain person, or perhaps to maintain dominance over the other student.
- **Conflict over values.** When people have different beliefs about what is right or just, conflicts can arise. Conflicts rooted in values are among the hardest to resolve. The teenager whose friends victimize someone may experience values-based conflict. Teachers and community members may come into conflict over values – for instance, in regard to curriculum.

Identifying the cause of a conflict is essential to resolving it. It is crucial to probe beyond the immediately obvious – to explore the attitudes, feelings, beliefs, and needs of the parties involved, in order to identify the root causes.”

Conflict Resolution

BACKGROUND INFORMATION (Continued)

TYPES OF CONFLICT

There are four basic types of conflict. They are:

- **Intrapersonal conflict.** This type of conflict occurs within a person. Such a conflict may involve moral issues; personal goals, choice, or decisions; or conflicting needs and desires. Someone who faces the choice between being loyal to a friend and going along with a group will experience intrapersonal conflict.
- **Interpersonal conflict.** This is conflict between two or more individuals. Interpersonal conflict can occur, for instance, when a teenager wants a later curfew and his/her parents say no, or when one boy thinks another has stolen his girlfriend.
- **Intragroup conflict.** This type of conflict occurs among members of a group, such as a club or a school faculty. If some members of the French Club want to have an end-of-the year dance and others want to have a picnic, there is an intragroup conflict.
- **Intergroup conflict.** When members of two different groups have a dispute or disagreement, intergroup conflict occurs. The classic example of this is warfare, whether between rival gangs or among warring nations.

It can be helpful to look at the type of conflict being experienced. Identifying the presence of intrapersonal conflict, for instance, may help to disclose underlying feelings and issues, thereby facilitating resolution.

* The three-model construct was developed by Judith Roth Goldman, Co-Director, Intercultural Communication Resources/Resolving Conflicts in Culturally Diverse Schools, Los Angeles, CA.

Source: SUNBURST Curriculum Module: Conflict Resolution

Cooling Down A Conflict

NAME: _____

DATE: _____

SUGGEST A DELAY: - This approach gives everyone time to cool off.

Example: "Hey, I've got track practice right now. Why don't we talk about this later?"

AGREE ON A POINT: - Find something you and the other person can agree upon. Agreeing on a point establishes some common ground and opens up communication.

Example: "Well, I like the colour you want to use in this poster. If we could just think of a different slogan..."

USE HUMOUR: - The less serious the situation, the less likely the conflict will lead to violence. HUMOUR eases the tension of the moment. A joke can show that the situation is not worth fighting about.

Example: "If you hit me, I'll tell my mommy on you."

APOLOGIZE: - Admit when you are wrong. An apology is sometimes all it takes to end a conflict.

Example: "I just wasn't thinking. I'm sorry."

USE A CALM VOICE AND AVOID AGGRESSIVE GESTURES: - Speak slowly and calmly; do not blame or accuse. Be careful not to point at or stand uncomfortably close to the other person.

Example: "I think I can see what happened..."

ASK FOR HELP FROM AN ADULT: - Do not hesitate to ask for help if an adult is the best person to get the situation under control quickly. Often the presence of an authority figure will break up the conflict and give everyone time to cool down.

Example: "I'm going to get Mr. Romero to help us out."

***USE YOUR SCHOOL POLICY FOR CONFLICT RESOLUTION**

*Adapted: CIRA (Canadian Intramural Recreation Association), Ottawa
Playground Leadership Program, Facilitators Guide, pg. 48*



Conflict Resolution

THE PROCESS

Anyone can learn to resolve conflicts without fighting. Here is a five-step process for conflict resolution.

STEP 1. FIND A GOOD TIME AND PLACE TO TALK.

- If you're upset, take time to cool off before you talk.
- Make sure that the other person isn't busy and that there is time for a reasonably long conversation.
- Choose a place that's private enough, and free from distraction.

STEP 2. DISCUSS THE PROBLEM.

- Get all the facts.
- Use Active Listening – show interest, ask questions, pay attention, say it back to make sure how you feel.
- Use “I” Messages to say how you feel.
- Focus on the problem – not the person.

STEP 3. BRAINSTORM FOR SOLUTIONS.

- Be willing to compromise. Give a little to get a little.

STEP 4. CHOOSE A SOLUTION EVERYONE CAN AGREE ON.

- Make sure everyone “buys in” to the solution.

STEP 5. TRY OUT THE SOLUTION YOU PICKED.

- If it doesn't work, go back to STEP THREE. Try one of the solutions you thought of before, or brainstorm to come up with new ones.



Looking At Conflict

Think of a recent conflict you had with another person. Write about it below.

(To be done individually.)

1. Who was involved?
2. What was the conflict about?
3. What feelings did you have?
4. How did you express your feelings?
5. How do you think the other person viewed the situation?
6. How did the other person express his or her feelings?
7. Did you work out a solution? If so, what was it? Did it work?
8. Can you think of anything that you could have done to resolve the conflict in a more positive way? Explain.



From Both Sides

SHARED ACTIVITY


Read the story below. Then write about it from each person's point of view.

Terry and Casey are good friends. One day, Terry is standing in the school hallway by the lockers. A bunch of kids are next to Terry, and they are talking about Casey. These kids are very popular. The things they are saying about Casey are really mean and nasty. Terry says nothing.

Later that day, a friend tells Casey that she saw Terry talking about Casey with some kids by the lockers. Casey phones Terry. "Why were you trashing me in the hallway? I thought you were my friend. Now it's all over school that you were putting me down." When Terry starts to explain, Casey slams the phone.

I'm Terry. Let me tell you what happened, and how I felt.

I'm Casey. Let me tell you what happened, and how I felt.

 *When you're finished, talk with a partner about what you wrote. Discuss how Terry and Casey could resolve their problem.*



What's the Explanation (*Get the Facts*)

Read each of the following situations. For each one, discuss:

- how you would feel if it happened to you.
 - the reasons it might have happened.
 - what kinds of misunderstanding might arise from the situation.
 - how these misunderstandings could lead to conflict.
 - how getting the facts might help to avoid a conflict.
1. You come home from school and go into your room. You see your whole collection of trading cards, which you had carefully organized in boxes, lying in a pile on the floor.
 2. You walk into the cafeteria and walk toward the table where your friends are sitting. As they see you approach, they suddenly stop talking and look at you nervously.
 3. You and a friend made plans to go ice-skating Saturday. On Friday afternoon, your friend calls to say that her mother needs her to babysit for her little brother, so she can't go. You decide to go shopping instead. At the mall, you see your friend coming out of the movie theater with another friend.
 4. Your friend really wants to borrow one of your favourite music tapes. You'd rather not, but you agree. When he returns it, you put it on and it doesn't play properly.



Safety

TRAINING SESSION ACTIVITIES AND INFORMATION

Safety Guidelines for PROP Squad Leaders

1. You must provide a safe physical space. Check your activity area for possible hazards. Report any problems to teachers or playground supervisors.
2. Ensure your activity area is supervised.
3. If an injury occurs no matter how small:
 - one person stays with the injured student;
 - one person is sent to find a teacher on duty or go to the office;
 - STAY CALM!

If the injured person cannot move an extremity, or if it hurts too much, keep it as still as possible.

4. Other things to keep in mind are: asthma, diabetes, allergies (school policy/procedures), bee stings (school epipen procedure), seizures.
5. Give explanations when they are needed to make sure everyone understands the rules and expectations. Gentle reminders about expected behaviour and cooperation may be needed from time to time.
 - Make sure everyone understands the rules.
 - Make sure equipment is safe and in good condition.
 - Routine safety checks of your activity area.

NOTE: Review the Physical Education: Ontario Safety Guidelines, Elementary Intramural Guidelines, 1997/1998.



SECTION 4

Playground Games and Activities

TRAINING SESSION INFORMATION



Tag Games

SIMPLE TAG

HOW TO PLAY:

One person is chosen as “IT” and becomes the chaser. The children may run wherever they wish. The chaser tags one person and that person becomes “IT”, and attempts to tag someone else.

Variations:

1. Set up boundaries in which the group may move.
2. Divide the group into several groups, each playing in a particular area.
3. Chaser may tag with only the right or left hand.
4. Chaser must tag on a certain part of the body: e.g., back.
5. Have more than one chaser.

AMOEBA TAG

HOW TO PLAY:

An “amoeba” is a single-celled aquatic protozoan, perpetually changing its shape.

The game is started with one “IT”. The other players are scattered about the playing area. When the “IT” tags a player they join hands and try and tag a third player. Once the third player is tagged, the three players stay joined and tag a fourth player. When the fourth player is tagged the amoeba divides into two groups of two. The amoeba continues to divide and multiply trying to grow back to four, when they again split.

This continues until all players have been caught.

Amoeba Tag

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ROCK/PAPER/SCISSOR TAG

HOW TO PLAY:

The group is divided into two teams.

To start, each team huddles in their respective end zone and determines which symbol they are going to be, "*Rock, Paper or Scissors*". Once decided, players face their opposition approximately one meter from the centerline. They chant on chorus "*Rock, Paper, Scissors*" while hitting their fists into their open hand and showing their sign. A fist means rock, a hand held flat means paper, and two fingers held up and down are scissors. A quick decision is made to run or to chase depending on the outcome of the two choices. The "pecking" order is paper covers rock, rock breaks scissors, and scissors cut paper.

If a player is tagged before they reach their end zone, they must join the team that caught them. The process is repeated. If each team has the same symbol, they may choose a new symbol. If one team already has the lead, then they may choose to give a tie to the team that is losing.

Have the groups come to the line with two choices to save time.

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Asphalt Games

FOUR SQUARE

Formation:

A

B

D

C

Equipment: Large utility ball.

Players: 5 - 7 players per group.

How to Play:

1. One player stands in each square. (A, B, C, and D)
2. Player D starts the game by bouncing the ball, then hits it with one or two hands so it bounces in one of the other three squares.
3. The player who receives the ball must hit it after one bounce to any of the other three squares.
4. The game proceeds until one player fails to return the ball properly or a foul is committed.
5. When a foul or failed return is committed, the offending player is eliminated and goes to the end of the waiting line. All players move one square toward D.
6. The waiting player always moves to square A.

Basic Rules:

1. The ball must arch before landing; it cannot be struck downward.
2. Service always begins from Square D.
3. A player may go anywhere to return a fair ball (out of his/her own court, if necessary).
4. The ball may not be held.

Fouls:

1. A ball that hits any line.
2. A ball struck with closed fists.
3. A ball that hits a player who is standing in his/her own square.

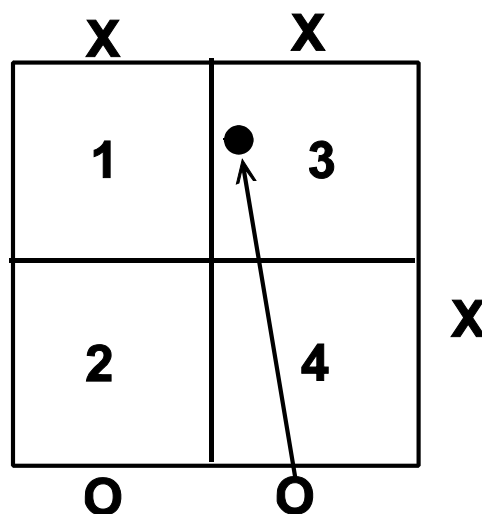
Asphalt Games

MORE FOUR-SQUARE

ROLL BALL

Divide players into groups of four and assign each a numbered square. Players in squares one and four form one team and two and three form another. Both teams try to roll their ball from their back line across the opposition's back line.

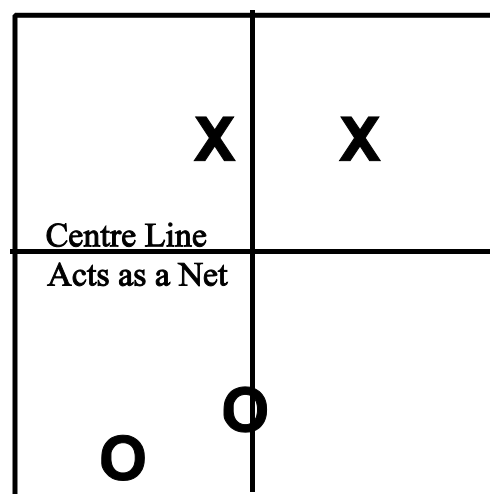
If successful, the team is awarded the number of points that has been established for that square. Players can stop the ball from rolling with one hand only. If the ball rolls out of bounds, no points are awarded to either team. A three second time limit for rolling the ball may be imposed to speed up play and the game can go up to any given number. Teams can be increased to three or four per side.



TENNIS DOUBLES

This game is for tennis lovers but does not require a tennis court or racquets, only a ball and a little imagination. The game is played with four individuals with players one and two vs. three and four. To begin the game, one player serves the ball into the opponent's court using an open palm. The ball must bounce before being hit back. A point is scored when a player misses a shot or hits the ball out of bounds. Players are not allowed to strike the ball in a direct downward motion. Paddles can be used instead of palms.

The game continues until one team reaches twenty-one points. To win, a player must have a two point advantage and only the serving team can score. This game can be played as singles, with one player covering two squares.



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Asphalt Games

SKIPPING

- Variations:
- Single rope
 - Double Dutch: 2 holding 2 ropes
 - Triple Jumping
 - With or without skipping rhymes.

ELASTIC SKIPPING

Equipment: - Linked elastic bands made into a large circle.

Players: - 3 or more

How to play:

1. Two players use their bodies to hold elastic band “rope”.
2. Starting position: elastic band “rope” at ankles.
3. Player three skips over the elastic band “rope” in a sequence.
4. The “rope” is raised in the following order: ankles, knees, waist, chest and neck.
5. A skipping player who misses a sequence, takes his/her turn at holding the “rope”.

Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black,
black, black
With silver buttons,
buttons, buttons
All down her back, back, back

She asked her mother, mother, mother
For fifteen cents, cents, cents
To see the elephants, elephants, elephants
Jump over the fence, fence, fence

He jumped so high, high, high
He reached the sky, sky, sky
And never came back, back, back,
Till the first of July, ly, ly

For each verse the actions are:

Touch knees, touch shoulders, clap hands together:

Clap your partner's hands three times.

Spin around at the end.



Asphalt Games

SKIPPING

Ice Cream Soda

Ice Cream Soda,
Lemonade hearts,
Tell me the names
Of your sweethearts.
A, B, C, D...

Using a long rope, a new jumper may run through on each letter. If using a short rope and only one jumper, rope turners can turn the rope quicker on each letter.

Mabel, Mabel

Mabel, Mabel,
Set the table,
Don't forget the
Salt, vinegar, pepper...

Rope turners turn pepper on the last word.

I Asked My Mother

I asked my mother for fifteen cents,
To watch the elephant jump the fence.
He jumped so high, he reached the sky,
And he never got back until
The fourth of July.
January, February, March, etc.

Rope turner turns pepper on the month.

Happy Birthday

All in together,
This fine weather,
January, February, March, etc.

Jumper runs in on the month of their birthday.

All in together,
This fine weather,
January, February, March, etc.

Jumper runs out on the month of their birthday.

Teddy Bear

Teddy Bear, Teddy Bear,
Touch the ground - *Skipper touches the ground*

Teddy Bear, Teddy Bear,
Climb the stairs - *Skipper does high knee steps*

Teddy Bear, Teddy Bear,
Say your prayers - *Skipper puts their hands together*

Teddy Bear, Teddy Bear,
Switch off the light - *Hand actions of switching the light off/on*

Teddy Bear, Teddy Bear,
Say "Goodnight" - *Skipper waves goodbye*

A,B,C,D

Rope turners turn pepper on the letters

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Asphalt Games

SKIPPING

I'm An Athlete

This is a skipping chant that is guaranteed to get the heart racing! Select two players to turn the rope while the other players form a line and take turns jumping in and singing the following song:

I'm an athlete
Dressed in blue
Here are the things
That I can do

Stand at attention
Stand at ease
Bend my elbows
Bend my knees

Salute to the Captain
Bow to the Queen
Turn my back on the
Yellow submarine

I can do the heel-toe
I can do the splits
I can do the wiggle-wobble
Just like this

Players can then create their own zany original actions, i.e., a wiggle-wobble can be anything the skipper wants.

Apples, Peaches, Pears, & Plums

This is a cooperative skipping game in which every player uses their best skipping skills.

Two players are chosen to turn the rope and the others form a line. All of the players sing the following verse:

Apples, peaches,
Pears, and plums,
Tell me when
Your birthday comes,
January, February... December

When the player's birthday month is called out, they jump in to skip. Eventually, when all the players are jumping, the days of the month are called out, i.e., 1, 2, 3... 29, 30. When a player's birthday is called out, they must jump out. If any player stops the rope they take the place of one of the rope turners who then becomes a skipper.

A, B, C

This game tests the participants' knowledge of the alphabet and is played with four or more skippers. Have all the players form a line and select two players to turn the rope.

The first player jumps in, calls out "A", jumps out, and runs around to the end of the line. The next player repeats the pattern except they call out "B" and so on. Any player who interrupts the rhythm in anyway must become a rope turner. The player who has the last letter, "Z", stops the game by catching the rope between their feet.

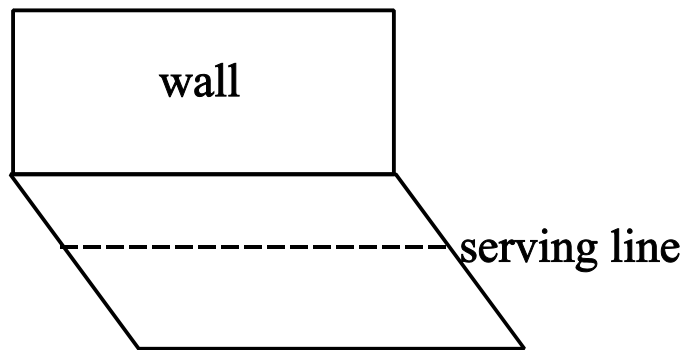
A variation is to have the participants reciting the alphabet in other languages.

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Asphalt Games

WALL GAMES

One Wall Handball



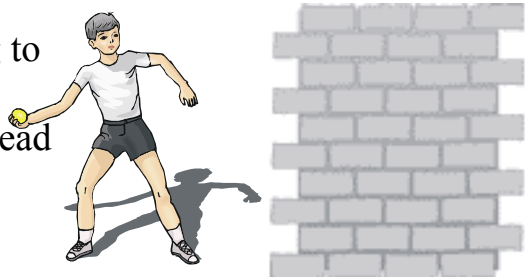
Equipment: - Tennis ball or sponge rubber ball

Players: - 2 or more

How to play:

1. The server may stand anywhere between the wall and the serving line.
2. On the serve, the ball may hit anywhere on the front wall then back over the serving line.
3. The receiver must wait until the ball has bounced once then hit back to the wall.
4. If the receiver fails to return the ball, the server gets one point. He continues serving until he/she faults or misses the ball.
5. Any player may go outside the court to return a ball.
6. The game may be played to 11, 15, or 21 points.
7. All players must hit the ball with their hand. Players may not catch the ball then hit it. Two hands are not permitted.

Paddle Ball: - the game is played according to One Wall Hand - ball rules. The players use a paddle instead of the hand

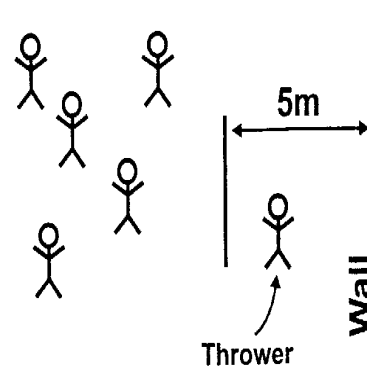


Asphalt Games

ONE HUNDRED

All you need is a tennis ball and a group of friends to play this game.

The thrower tosses the ball off the wall so it lands beyond the five metre line. If a player catches the ball they get ten points, lose ten points if they drop the ball, five points for a first bounce catch and three points for anyone who cleanly picks it up after the first bounce. If the ball is dropped the play is immediately stopped. The ball is returned to the thrower and the game is repeated until someone reaches 100. That person becomes the thrower. The game can also be played to fifty.



DONKEY

Line players up one behind the other, facing the wall. The first player throws the ball against the wall, jumps over it, and then goes to the end of the line. The next person catches it and so on. If a player does not jump over the ball, they are given the letter “D” for the first letter of “DONKEY”. Players get another letter each time they fail to jump over the ball, or drop the ball. The first person to get “DONKEY” is out of the game. The last person is the winner. Instead of jumping the ball, challenge players to “go under the ball”, “go over the ball on one foot” or change the word used.

Group Games

BALL HOCKEY

Formations: 2 goal areas made by players: i.e., coats; rocks

Equipment: Tennis ball

How to play:

1. The players form two teams.
2. The players use feet only for passing and scoring.
3. The “goalies” use feet and hands to trap the ball.

CALIFORNIA KICKBALL

Formations: baseball diamond

Equipment: 1 soccer or playground ball

Players: 2 teams: pitcher; catcher; 1st, 2nd, 3rd, bases

How to play:

1. The pitcher rolls the ball to the first player.
2. The first player kicks the ball and runs to first base.
3. Each player takes a turn kicking to advance players around the bases.
4. Players are out when:
 - an aerial ball is caught
 - the ball is thrown to first base before the player touches the base
 - he/she takes a lead off the base
 - a base runner is tagged with a ball
5. 3 “outs”, and the teams exchange places - OR - when everyone has had their turn to kick the ball, the teams exchange places.

Group Games

SPUD

Equipment: One large, soft ball

How to play:

Each player is assigned a number. The player who is “IT” throws the ball in the air and calls out a number. The other players take off in all directions as the player whose number was called tries to get the ball. When he or she catches the ball, he/she shouts “SPUD” and the other players freeze.

The ball holder takes two or three (depending on age) giant steps toward anyone and tries to hit the person below the knees with the ball. The thrower earns an S if he/she misses. The target earns an S if he or she is hit. The one who earns the letter is “IT” and the game continues until someone has earned the full S-P-U-D.

RED LIGHT/GREEN LIGHT

How to play:

One child stands near a fence or wall. The other children stand far away.

The first child faces the wall and calls out “green light”. The other children run toward the wall. The first child suddenly turns and says “red light” and everyone must freeze. Anyone still moving is out.

The game continues until one child reaches the wall. He or she then calls out “red light/green light.”

TRIANGLE

Formation:

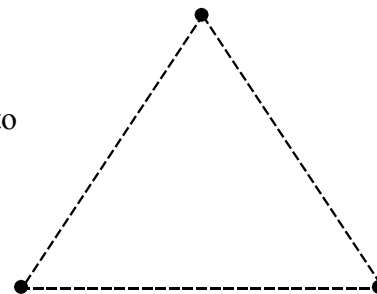
Equipment: a rubber ball, 3 beanbags or chalk to mark the points on a triangle

Players: 3 or more

How to Play:

1. Players stand at the beanbags and throw a rubber ball very quickly from one to another in a clockwise manner. They catch with one hand but throw with the other.
2. Two misses and the player gives way to the person waiting in line behind the beanbag.

Variation: Two misses and all three players are replaced by those waiting in line.



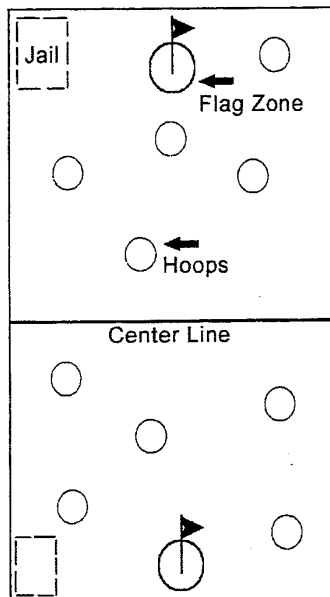
Group Games

FLAGS

Space: A large outside grassy area

Equipment: Two flags, skipping ropes, hoops and bib markers

Description:



The game is played on a large open area. Create two teams and identify one team with bibs.

Divide the area with a centerline and place 5 or 6 hoops on each side of the field. Give each team a flag and instruct them to place it on the ground in their end. Create a circle with 3 or 4 skipping ropes around the flag. A jail is made with ropes in the corner of each team's field.

The object of this game is to steal the opponent's flag and safely get it back to your side. The hoops are "safe zones" and a player cannot be tagged if in their opponent's hoop. Only one person is allowed in the hoop at a time. Any number of players may be in the flag zone at once. Players may not enter their own flag zone or hoops.

If an opponent, on the opposite side of the field tags a player, they are escorted to jail by their tagger. Tagged players must stay in jail until one of their teammates can reach the jail safely. Players are then free, but must walk back to their end before starting again.

STONES

Space: A large field

Equipment: Five different coloured stones or bean bags, bib markers, several hula-hoops and skipping ropes

Like the game of *Flags*, the field is divided in half and there is a jail made of skipping ropes, and 10 safe zones made of hula-hoops on each half of the field. Five of the hoops hold a different coloured stone, with the highest point value being the stones the farthest back in the field and the lowest placed closer to the centre. Five other hoops are empty. All hoops are safe zones, but only one player is allowed in any hoop at one time.

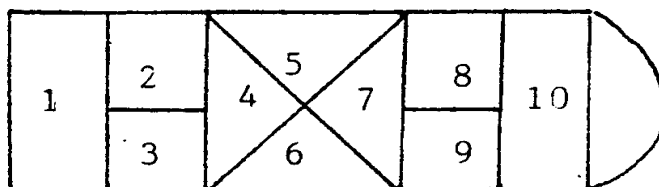
The object of this game is for players to steal stones from their opponents and return them safely to the hoop in their end with the same coloured stone. Players that are caught are escorted to jail and must remain there until a teammate can successfully reach the jail. Players are then free, but must walk back to their end before starting again.

When the game is stopped; the team that accumulated the most points by counting the coloured stones is declared the winner.

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Hopscotch Games

Formation:



Equipment: “puck”;
beanbags;
buttons; beads; or other small objects

Players: 6 to 8 on each team

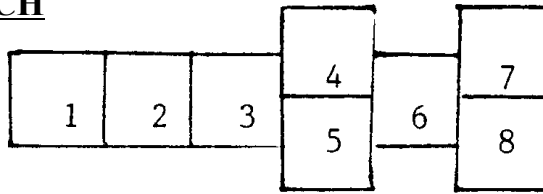
How to Play:

1. Arrange teams in a line with player number one facing square number one.
2. Player number one stands on one foot outside area one and holds a “puck” in his/her hand.
3. Player number one tosses the “puck” into area one then hops over this area and lands with left foot in area two and right foot in area three. (spread eagle position)
4. Hop and land on one foot in area four.
5. Hop and land with left foot in area five and right foot in area six.
6. Continue pattern, hopping and landing with one foot in single spaces and two feet in adjacent areas.
7. Two hops are permitted in area ten in order to turn and be in a ready position for the return movements.
8. Upon landing in areas two and three, lean forward, pick up “puck” and hop out.
9. Player number one now tosses the “puck” into area two and repeats the pattern. The player may not land in area two.
10. On the return movement, player one must land on one foot in area three, pick up “puck”, hop over to area two, then to area one and out.
11. Player one continues pattern through area ten and back.
12. A player is out if he/she steps on a line, tosses the “puck” on a line or in the wrong area, changes feet on single hops, or touches hand or other foot during any hopping or retrieving movement.
13. When a player commits an error, he/she goes to the back of the line.

Hopscotch Games

FRENCH HOPSCOTCH

Formation:



Equipment: “puck”: beanbags, buttons, beads, or other small objects

Players: 6 to 8 on each team

How to Play:

The game follows the same basic rules as American Hopscotch, the player hopping on one foot in each single square and two feet in adjacent squares. When a player lands with one foot in area seven and the other in area eight, he/she must jump up and turn around in the air and land with feet in the same areas.

HOPSCOTCH VARIATIONS

Equipment: any rubber playground ball, chalk

Space: any outside paved area

Hopscotch has been played in many countries for years. The variety of hopscotch activities provides students with wholesome physical activity.

The object of the game is to bounce the ball from square to square in numerical order. Divide the class into small groups of 3 to 5 players and have the groups draw hopscotch diagrams on the pavement. For ideas, please refer to the diagram below.

Have players “number off” to determine a playing order. Each player tries to bounce the ball into square 1 and, on the rebound, direct hit into square 2, and progress to the last square. Each square is worth one point. For example, if a player gets to square 4, he/she earns four points. Bounce the ball only once per square and hit the squares in order, without any intervening bounces in or out of the court. If the ball hits a line, it is good. Players can step in the court as needed.

Challenge your students with simple and complex hopscotch patterns. You can vary the size of the squares so that every student can be successful.



Parachute Games

The following is a list of games that can be played with a parachute:

PICK UP: Have the children stand all around the chute, and then pick it up with knuckles down and thumbs up. Later try reversing the grip, putting the knuckles up and thumbs under the fabric.

SEE-SAW PULL: While sitting down, have the children pull the chute back and forth in a see-sawing motion.

BACKWARDS PICK UP: While standing, have the children turn their backs to the chute and pick it up, pulling as tightly as possible.

MAKE WAVES: Small ones and large ones, everyone moves their hands up and down while gripping the parachute.

BALL BOUNCE: Throw small plastic balls on the chute and bounce them by making waves.

BALL ROLL: Have the children try to roll all the balls into the hole in the centre of the chute.

EDGE ROLL: Try to roll a four inch ball around the edge of the chute, first in one direction, then in another.

MERRY-GO-ROUND MARCH: Have the children hold the chute with two hands and walk (jump, skip or march) to the left, like a merry-go-round. Then have them change direction.

ONE HAND RUN: Have the children hold the chute with one hand and extend the other arm out to the side for balance. First run around in one direction. Then change hands and run in the other direction.

DIRECTIONAL WALK: Have the children walk several yards in one direction, holding onto the chute, and then come back again, walking in the opposite direction. Some children will be walking forwards, some sideways, and some backwards. They will walk differently on the return trip.

CHUTE LIFT: Let the children enjoy lifting the chute high over their heads and down again. Help them notice the soft sound and the soft breeze it creates.

PARACHUTE TAG: Holding the chute with two hands, have the children lift it high overhead. Call one child's name and have the child run (twirl, skip, crawl or hop) to the other side before the chute comes down.

PARACHUTE TRAMPOLINE: Place a balloon, a ball or teddy bear on the chute and let the children lift the chute together to make it fly into the air and land back on the chute.



SECTION 5

Program Evaluation

PROPS Program Evaluation: PROPS Leader

3 = All of the time

2 = Sometimes

1 = Never

Circle One

- | | | | | |
|----|--|---|---|---|
| 1) | Do the students enjoy the activities? | 1 | 2 | 3 |
| 2) | Do all the PROP leaders work cooperatively? | 1 | 2 | 3 |
| 3) | Are safety concerns addressed during the games? | 1 | 2 | 3 |
| 4) | Do the students play fairly? | 1 | 2 | 3 |
| 5) | Do you feel confident as a PROPS leader? | 1 | 2 | 3 |
| 6) | Which PROPS activities are most popular? | | | |
| | 1. _____ | | | |
| | 2. _____ | | | |
| | 3. _____ | | | |
| 7) | Which PROPS activities do the students like the least? | | | |
| | 1. _____ | | | |
| | 2. _____ | | | |
| | 3. _____ | | | |
| 8) | What did you learn from being involved in the PROPS program? | | | |
| | _____ | | | |
| | _____ | | | |
| | _____ | | | |
| 9) | Would you recommend being a PROPS leader to someone? Why or why not? | | | |
| | _____ | | | |
| | _____ | | | |
| | _____ | | | |

Adapted : P.L.A.Y. (Peer Leadership for Active Youth), Middlesex-London Health Unit

PROPS Program Evaluation: Supervisor

The success of PROPS is dependent upon an effective mix of both human and physical resources. Ongoing evaluation and communication with staff, students and parents will assist in achieving success. PROPS involves getting the necessary resources and using them to their fullest potential. Ideally, every playground will be a place where students are voluntarily participating in physical activity.

1. Were the PROPS leaders inserviced? YES " NO "
If yes, was it: All day " Half day " Lunch hour/after school "
2. Who played the key role in organizing the initiative?
" Teacher: _____
" Parent: _____
" Administrator: _____
" Other: _____
3. Which game is most popular on your playground?
" Tag games " Hopscotch " Four Squares
" Parachute " Group games " Wall games " Skipping
4. Were the games taught to physical education classes? If so, by whom?
" Teacher " Student " Both
5. In which areas were the PROPS leaders trained?
" Conflict resolution " Leadership " Communication
" Safety " Games
6. Are the PROPS leaders taking responsibility for the equipment they use for each activity?
" YES " NO
7. Are the students using the equipment responsibly?
" YES " NO
8. Did your school establish playground rules and fair play codes (Appendix G and H)
" YES " NO

Continued page 50

9. Do the students respect the PROPS leaders while playing the activities?

" YES

" NO

10. List the challenges encountered when implementing the program. (i.e., conflict, respect, fair play...)

1. _____

2. _____

3. _____

11. What time of year is your playground most active?

" Fall

" Winter

" Spring

12. Are children with disabilities finding opportunities for activity?

" YES

" NO

13. Are the following groups active on the playground? Why? Why not?

" Primary: _____

" Junior: _____

" Intermediate: _____

" Boys: _____

" Girls: _____

14. Did the initiative increase activity levels on the playground?

" YES

" NO

15. Who were the biggest supporters of the initiative? _____

Comments: _____

PROPS Leader Evaluation: Supervisor

PROPS Leader: _____ PROPS Supervisor: _____

	Needs Improvement		Excellent	
Organization:				
Runs activity/station effectively	1	2	3	4
Prepares for activity/station	1	2	3	4
Participates in Planning Workshops	1	2	3	4
Leadership Style:				
Manages time for activity/station to run smoothly	1	2	3	4
Leads demonstration effectively	1	2	3	4
Encourages safe use of equipment	1	2	3	4
Speaks with confidence	1	2	3	4
Manages conflict effectively	1	2	3	4
Displays enthusiasm	1	2	3	4
Desire to Improve				
Participates in “Booster” workshops	1	2	3	4
Willing to take risk (create/try new games, make suggestions for improvement in program...)	1	2	3	4
Develops positive relationships with fellow leaders...	1	2	3	4
Demonstrates positive relationships with parents, teacher...	1	2	3	4
Demonstrates positive relationships with students (establishes student rapport)...	1	2	3	4

PROPS Program Evaluation: School Administrator

SCHOOL: _____ ADMINISTRATION: _____

Evaluate on a scale of 1 to 5 with 1 being the lowest and 5 the highest.
Please add personal comments wherever you like.

Did the Playground Leadership Program promote and/or enhance:

	Low					High
1. Fair Play:						
Do the students now know and understand the principles of fair play?	1	2	3	4	5	
Were the principles of fair play/playground rules established on the play areas:						
• by the PROPS Leaders?	1	2	3	4	5	
• by the students?	1	2	3	4	5	
Is there more “inclusion” now than prior to PROPS?	1	2	3	4	5	
Are there less complaints by the children of unfair play by other children?	1	2	3	4	5	
2. Respect for people and property:						
Has harmony on the play areas increased?	1	2	3	4	5	
Have there been less incidents of inappropriate verbal aggressive behaviour?	1	2	3	4	5	
Has vandalism decreased?	1	2	3	4	5	
3. Safe Activities:						
Has there been a reduction in injuries during the program implementation?	1	2	3	4	5	
Is equipment being used properly and safely?	1	2	3	4	5	
Have activity levels increased?	1	2	3	4	5	

Continued page 53 and 54

PROPS Program Evaluation, continued

4. To what extent did you observe the PROPS Program? _____

5. What were some of the positive aspects of the program that you saw? _____

6. Should this program be continued? Explain why or why not? _____

7. Do you have any future recommendations, suggestions or comments? _____

8. How would you rate the usefulness of the PROPS Program? _____

9. How well does the program meet the following goals?

	Low					High				
Students became independent in directing their own play activity	1	2	3	4	5					
Students returned to class ready to learn	1	2	3	4	5					
Students became physically active every day	1	2	3	4	5					
Students cooperated better with their peers	1	2	3	4	5					
Students demonstrated less aggressive behaviour on the playground	1	2	3	4	5					
Students developed leadership skills	1	2	3	4	5					
PROPS decreased incidents of bullying	1	2	3	4	5					
PROPS decreased suspension rates	1	2	3	4	5					

Adapted: CIRA (Canadian Intramural Recreation Association), Ottawa, Playground Leadership Program: Facilitators Guide pg. 86-88.

Quantitative Statistics: School Administrator

School: _____ Administrator: _____

Behaviour	Average number of occurrences per month <u>before</u> the program	Average number of occurrences per month <u>during</u> the program
Aggressive behaviour: Verbal (e.g. name calling, swearing)		
Aggressive behaviour: Physical (e.g. fighting, shoving)		
Playground injuries: (e.g. due to rough play, improper use of equipment, or lack of proper training)		
Vandalism:		
Suspensions due to inappropriate playground activity.		

How effective was the program in addressing these issues of aggressive behaviour, playground injuries, vandalism and suspensions? _____

Adapted: CIRA (Canadian Intramural Recreation Association) Ottawa, Playground Leadership Program: Facilitators Guide pg. 89-90.



SECTION 6

Appendices

PROPS Squad Application Form

The PROPS Squad will be open to any student from grades _____ to apply. All applicants must complete the application form and have a parent sign it. It must be returned to your teacher

by: _____.

NO LATE APPLICATIONS WILL BE ACCEPTED.

Complete the following application (please print).

Name: _____ Previously a member? YES ... NO ...

Age: _____ Grade: _____ House Colour: _____

Room Number: _____ Teacher's Name: _____

1. Why do you want to be a member of the PROPS Squad?

2. What type of experience do you have working with children? (e.g., reading buddies, camp, clubs etc...)

3. What qualities do you have that you think would make you an active member of the PROPS Squad?

4. What do you think the PROPS Squad will do for your school?

Applicant's Signature

Parent's Signature

Suggested Equipment for Active Kids

Providing equipment in plastic containers or bags is a great way to encourage an active recess. Schools can choose to have a kit for each class or to have one large kit for the entire school.

To raise the funds needed to purchase equipment and containers, School Councils can be approached to organize a fundraiser such as a Penny or Canadian Tire Money Drive. A family BBQ with the proceeds going to new equipment is also an excellent fundraiser.

The equipment, however, does not need to be new; acquiring equipment from garage sales and asking for donations from parents are economical alternatives.

“PROPS Squad” can have the responsibility of keeping the equipment clean and in good repair. They can also be assigned the task of putting equipment out and away each day.

Teachers should emphasize taking responsibility for the equipment and playing with it in a safe manner.

Equipment days that highlight a special piece of equipment can create added excitement on the playground.

Suggested Equipment:

- utility balls
- basketballs, soccer balls
- frisbees
- skipping ropes: long & short ropes of varying sizes
- enlarged and laminated skipping and clapping rhymes on poster paper
- jumpsies: make your own out of interlocking elastics
- rubber balls in pantyhose
- sidewalk chalk
- foot bags (hacky sac)
- rubber chickens
- parachute
- bean bags
- flags
- devil sticks
- scarves
- racquets/paddles
- hockey puck
- hockey stick wooden without blade
- pylons (large/small)
- whistles

Tarmac Surfaces

More than likely, your school has some empty pavement waiting to become an exciting play area! Four Square and Hopscotch combined with other exciting patterns can help turn your tarmac into an invitation to be active!

Although you can paint the tarmac yourself, hiring a contractor is the recommended method. Having a company do the work can cost as little as \$10.00 for one 4-square grid. Approximately \$500.00 should fill an average tarmac area with patterns. To find a contractor in your area, look under “Pavement Marking” in the phone book’s yellow pages. Most companies have a minimum charge of \$250.00

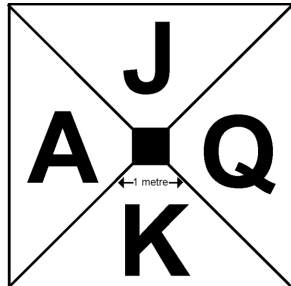
Call Durham District School Board “Maintenance” (905) 427-2155 or Durham Catholic District School Board “Maintenance” (905) 576-6707 ext., 353 and ask for the paint department. The Board will maintain any existing lines at your school. Any new lines will require an account number.

TIPS FOR SUCCESS:

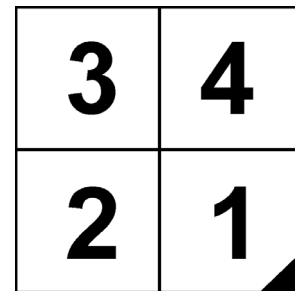
- Visit a school with a painted tarmac before deciding on what markings to paint.
- Monitor the playground for traffic and play patterns. The middle of a “path” to a play structure or the area near school entrances may not be good places for patterns.
- Do not worry if the pavement has a few rough spots! A fun play area can even be created on pavement that needs to be re-surfaced.
- If possible, sweep the pavement before painting.
- Warm, dry weather is the best for painting.
- Yellow paint is more eye-catching and its therefore preferable over white.
- Lines should be sprayed with traffic paint.
- Circles can be sketched with a chalk and string.
- Lines should be 5 cm in width.
- Decide on which patterns you would like to include, keeping in mind that Four Square tends to be a more popular activity than Hopscotch.
- Alphabet and calculator hopscotch are very popular.
- Play areas should be repainted every five or six years, depending on how weathered they look. If vehicles drive over the patterns, lines may need to be repainted every two years.
- Keep markings close together for easier supervision.

APPENDIX C

TRADITIONAL FOUR SQUARE

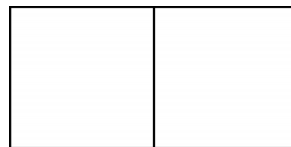


CENTRAL SQUARE



These squares are 6 meters per side.

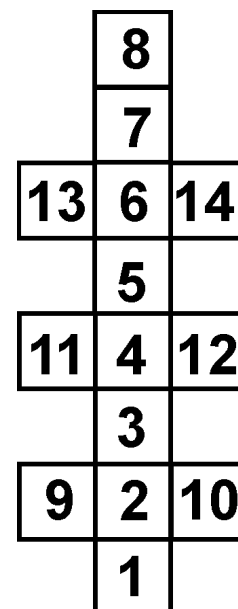
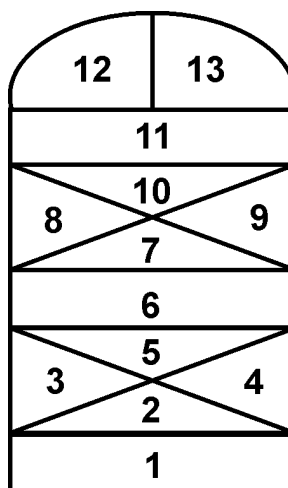
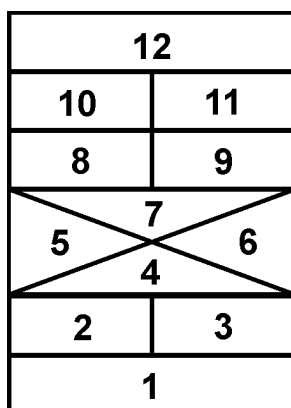
TWO SQUARE



6 meters in length
3 meters in width

HOPSCOTCH VARIETIES

Please ensure the squares or triangles are large enough to fit the size of a child's foot.



ALPHABET HOPSCOTCH

Player 1 jumps from A to B, B to C etc. without touching the lines. When a line is touched the next player takes a turn while player 1 (and others) observe for line touching. Vary by spelling names, places, and things.

3 m

G	F	U	B	V	K
O	Y	N	S	D	L
U	A	I	Q	E	O
T	Y	Z		R	X
D	W	M	C	B	I
P	J	E	A	H	S

NUMBER HOPSCOTCH

Similar to alphabet hopscotch. Jump numbers progressively upwards from 1 or backwards from 35.

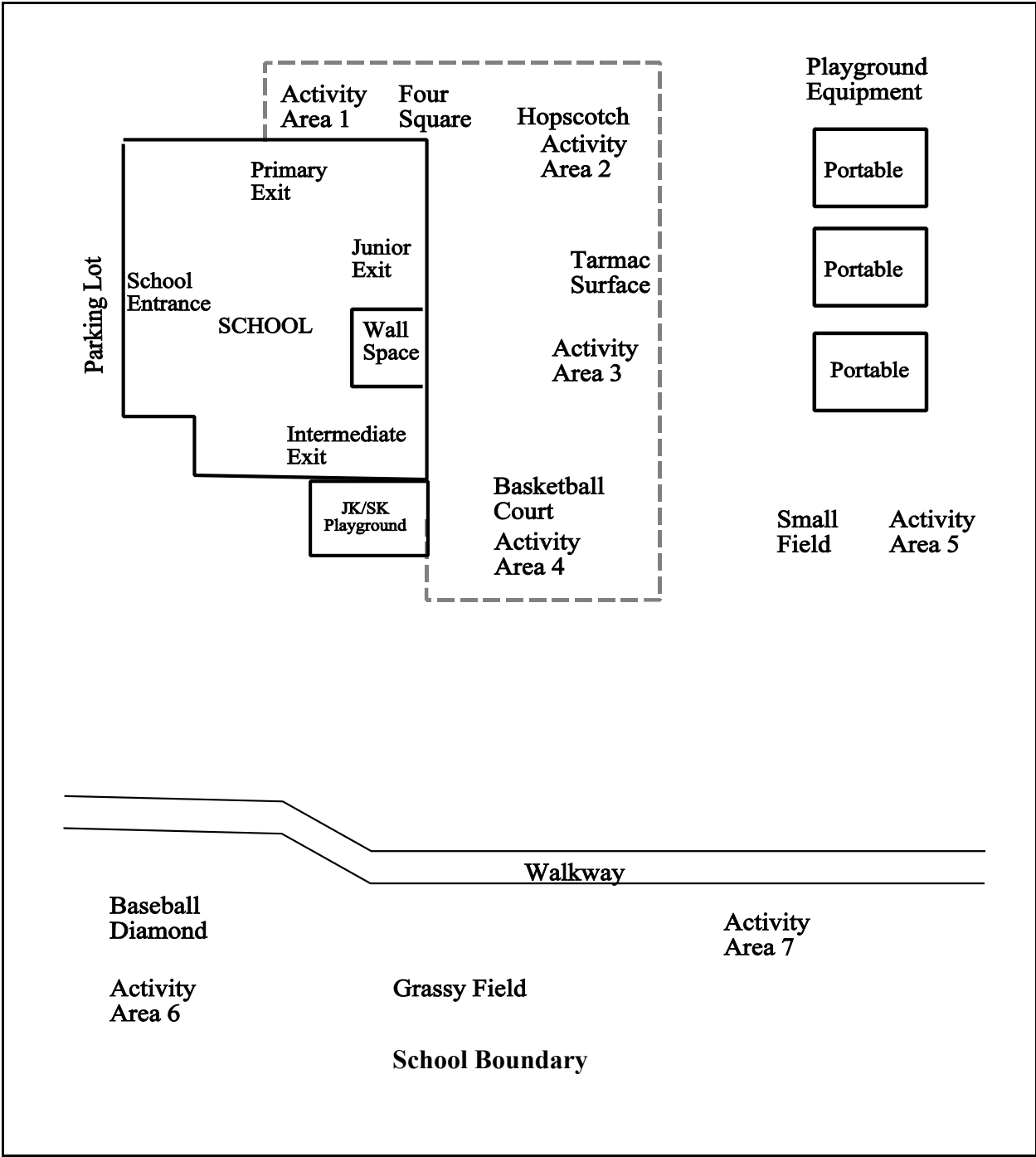
29	4	13	28	19	6
24	11	5	25	12	27
3	14	18	8	33	7
30	21	2	32	20	17
23	31	10	15	26	9
1	35	15	22	34	16

PLAYGROUND HOPSCOTCH

Draw diagram of a calculator on playground surface. Player 1 jumps to “ON” rectangle first, then hops an equation (eg. $5 \times 2 =$). Player 2 figures out the answer (10) and jumps to the “1, 0 and OFF” areas. Since this answer is correct player 2 hops an equation for player 1 (or 3 if there are more than 2 players). If a player hops the wrong answer or steps on a line they lose a point. (All players start with 5 points).

1	2	3	+	x	
4	5	6	0	÷	
7	8	9	-	0	
ON		OFF			OUT
PLAYGROUND CALCULATOR					

Example of School Map



PROPS Leader Responsibilities

***NOTE: THIS IS AN EXAMPLE.**

- Listen for any announcements for information about the program.
 - Attend all meetings that are called.
 - Discuss any problems or concerns from the previous week.
- Make sure you know where you will be working, what games you will be leading, and with whom you will be working.
 - Review the games for this month (on the bulletin board).
 - Offer your new ideas and suggestions!
 - Gather equipment needed for your activity.
- Go to designated play area and inspect it for safety (ice, mud, garbage etc.).
 - Notify adult supervisor of any concerns.
 - Set up equipment.
 - Work with your Team to:
 - explain the rules of the game prior to starting;
 - divide students into teams, if needed, and start to play the activity;
 - while playing the activity, re-explain the instructions as needed;
 - help resolve problems or conflicts;
 - get help from the adult supervisor if needed;
 - when the bell rings, return all equipment to its proper location.

PROPS Leader Commitment

As a PROPS leader, I promise to:

- attend the PROPS leader workshop;
- help promote the PROPS program;
 - learn the participants' names;
- lead activities and explain the rules;
- gather equipment for games as needed;
- learn new games at Booster Workshops;
- participate in leader program evaluations;
- ensure my play area is safe for activities;
- keep up with my class work and homework;
 - be a good role model;
- attend trouble shooting meetings.

NOTE: Failure to comply with the rules of the program or fulfill the duties of being a leader will result in dismissal from the program.

PROPS Leader's Name (*print*): _____

PROPS Leader's Signature: _____

Supervisor's Signature: _____

Parent's Signature: _____

Adapted: P.L.A.Y. (Peer Leadership For Active Youth), Leader's Handbook, Middlesex-London Health Unit

Playground Rules

Safe and fun equipment is not all that you need to have an active recess. Acceptable behaviour and appropriate use of play structures and equipment are important.

Use posters and/or bulletin boards to promote and reinforce playground rules. Daily announcements should address concerns and highlight successes.

Playground supervisors must move around the play area and anticipate problems. They should promote safe behaviour by using eye contact and reminding the children of the rules as necessary.

Schools can reduce overcrowding on the playground by staggering recess times or offering intramural games in the gym at lunch.

Ensure that playground supervisors know the whereabouts of the first aid kit.

Playground Rules:

- Listen to the Supervisor or PROP Squad leader.
- Play fairly.
- Respect others.
- Do not push, shove, fight or bully.
- Don't interfere with the activities of others.
- Use equipment for its intended purpose.
- Report anything unsafe to the supervisor.
- Use normal voices and positive language.
- Respect others.
- Tie up shoe laces.
- Running games are allowed only on the field.

It is inevitable that all schools will have problems during recess. It is essential that playground rules are followed and a clear set of consequences established. The problem, not the game, should be removed from a troublesome situation. PROPS can play a vital role in reducing the problems.

Studies show that bullying usually takes place on the playground, away from adult eyes, and episodes last about 38 seconds. Suggested strategies to combat unacceptable behaviour include the following:

- Identify hot spots for problems on your playground with the help of the children.
- Ensure a high adult to child ratio during recess. Be visible.
- Always approach and assess groups of kids hanging out together. If you think bullying may be occurring, trust your instincts. Witnesses often side with the bully.
- Differentiate between rough and tumble play from bullying and teasing. Everyone should be having fun, but never at the expense of others.

Fair Play Codes

1. Play for your own enjoyment.
2. Respect others.
3. Control your temper - conflicts will spoil the game for everyone.
4. Cooperate with others, for without them, you don't have a game.
5. Play by the rules.
6. Listen!
7. Make positive comments that motivate and encourage. Never ridicule.
8. Cheer all good plays by an individual, your team or an opponents' team.
9. Winning is only a very small part of a game. Having fun, making friends and doing your best are the most important aspects of any game or activity.
10. Don't interfere with the activities of others.
11. Use the equipment for its intended purpose.

APPENDIX I

Weekly Schedule

Duty or Game	Monday	Tuesday	Wednesday	Thursday	Friday
Theme or Special Event					
Announcement Equipment Instructions					
Field Events					
Announcement Equipment Instructions					
Asphalt Games					
Announcement Equipment Instructions					
Activity					
Announcement Equipment Instructions					
Four Square OR Line Games					
Announcement Equipment Instructions					

Schedule Planning

EVENT: _____

PERSON IN CHARGE: _____ **DATE:** _____

Type of event: _____

Total length of event: _____

Type of organization preferred by participants:

" league " tournament " free play " stations " regular meetings

" special day " rally " other: _____

Anticipated number of participants/teams: _____ Individuals: _____

Anticipated number of games or activities: _____

Type of organization preferred by participants:

" before school " noon " after school " during school

" other: _____

Facilities needed: _____

Times facilities are needed: _____

Equipment needed: _____

Equipment procedures: _____

Personnel needed: _____

Times personnel are needed: _____

Sign-up procedures: _____

Source: CIRA (Canadian Intramural Recreation Association), Ottawa, Playground Leadership Program, Facilitators Guide, pg. 54.



SECTION 8

Sample Posters

ICE CREAM SODA

Ice Cream Soda,
Lemonade hearts,
Tell me the names
Of your sweethearts.
A,B,C,D...



Using a long rope, a new jumper may run through on each letter. If one person is using a short rope they can turn the rope quicker on each letter.

MABEL, MABEL

Mabel, Mabel
Set the table,
Don't forget the
Salt, vinegar, pepper...

Rope turners turn pepper (fast) on the last word.

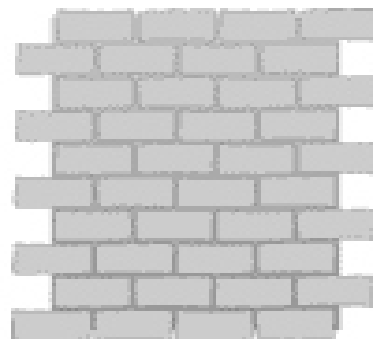
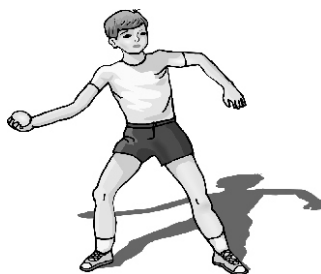


Source: Awesome Asphalt Activities

SEVEN-UP

- "7-up" Throw the ball against the wall, catch it
- "6-up" Throw , bounce, catch
- "5-up" Bounce on the ground, against wall, catch
- "4-up" Bounce under leg, against wall, catch
- "3-up" Bounce under the other leg, against wall, catch
- "2-up" Bounce under spread legs, against wall catch
- "1-up" Drop, turn 360 and catch

(Each player takes a turn performing the Seven-Up actions against a wall. Use a small rubber or tennis ball. Vary the game by changing the actions. Different movements which can be incorporated are clapping and using one hand.)



Source: Awesome Asphalt Activities

ARE YOU COMING OUT, SIR

Start with stocking in the right hand and try to speed up the chant each time.

Hello, hello, hello, **sir**

-lift right leg and bounce ball under it

Are you coming out, **sir**?

-lift left arm and bounce under it

No, sir. Why **sir**?

-hit wall to your left

Because I've got a cold **sir**

-hit wall to your right

Where'd you get the cold, **sir**?

-hit wall between your legs

At the North Pole, **sir**

-hit wall above head

What were you doing there, **sir**?

-hit wall above your left arm

Catching polar bears, **sir**

-hit wall to your left

How many did you catch, **sir**?

-hit wall to your right

One, sir, two, sir, three, **sir**

-hit wall under your left leg

That's enough for me, **sir**

-hit wall above your head

(Participants stand with their backs against a wall and swing the stocking, bouncing the ball from side to side. On each sir, participants bounce the ball off the floor. Players can create their own patterns including bouncing the ball under their left leg, arms, overhead And between their legs.)

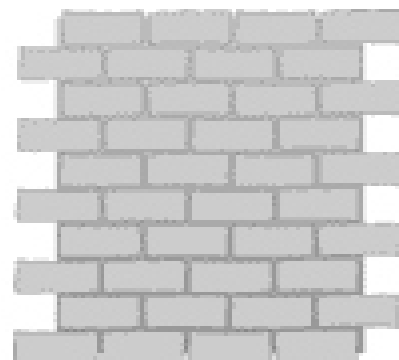
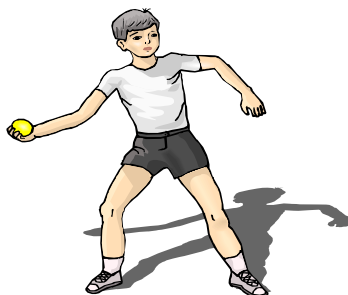


Source: Awesome Asphalt Activities

ORDINARY, DICTIONARY

"Ordinary"	-throw against wall and catch
"Dictionary"	-throw ball, hands on hips, catch
"Stationary"	-throw ball, be still, catch
"Front Clap"	-throw ball, clap hands at front, catch
"Back Clap"	-throw ball, clap hands at back, catch
"One Hand"	-throw the ball with one hand and catch it with the same hand
"The Other Hand"	-throw the ball with the other hand and catch it with the same hand
"The Other Foot"	-stand on the other foot, throw and catch
"Frontwards"	-throw the ball, twirl hands forwards and catch
"Curtsey"	-throw ball, curtsy, and catch
"Around the world"	-throw ball, turn around and catch

(The player chants the following verse as they throw a ball against the wall. If the player drops the ball or misses a line they must begin again. Participants can also perform the tasks when standing on one foot, or using only one hand.)



Source: Awesome Asphalt Activities

I ASKED MY MOTHER

I asked my mother for fifteen cents,
To watch the elephant jump the fence.
He jumped so high, he reached the sky,
And he never got back until
The fourth of July.
January, February, March, etc..

Rope turners turn pepper (fast) on the months.

HAPPY BIRTHDAY

All in together
This fine weather
January, February, March, etc...

Jumper runs in on the month of their birthday.



Source: Awesome Asphalt Activities

TEDDY BEAR

Teddy Bear, Teddy Bear,
Touch the ground

Skipper touches the ground

Teddy Bear, Teddy Bear,
Climb the stairs

Skipper does high knee steps

Teddy Bear, Teddy Bear,
Say your prayers

Skipper puts their hands together

Teddy Bear, Teddy Bear,
Switch off the light

Hand actions of switching the light on/off

Teddy Bear, Teddy Bear,
Say "Goodnight"

Skipper waves goodbye.



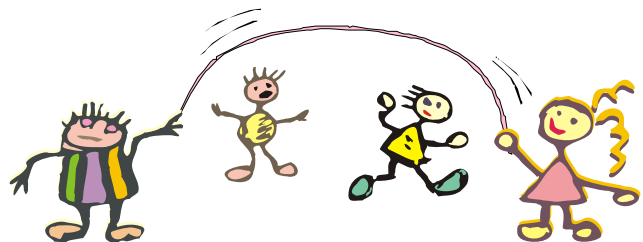
Source: Awesome Asphalt Activities

MOTHER, MOTHER

Mother, Mother, I am ill
Call for the doctor over the hill.
First came the doctor,
Then came the nurse.
Then came the lady
With the alligator purse.

Out went the doctor,
Out went the nurse,
Out went the lady
With the alligator purse.
Sunday, Monday, Tuesday...

In long rope skipping, skippers enter one at a time as the child, doctor, nurse and lady. They then exit at the appropriate time, leaving the original skipper to jump pepper (fast) on the days of the week.



Source: Awesome Asphalt Activities

ROCKING ROBIN

Participants stand in a circle of four

SONG

Tweet, tweet, tweet
And away we go

Go rocking in the tree top
All day long
Huffing and a-puffing
And a singing this song
All the little birdies
On the Jaybird street
Love to hear the robin
Go tweet, tweet, tweet.

Rocking Robin - tweet, tweet, tweet
Rocking Robin - tweet, tweet, tweet
Go Rocking Robin, we're really
Going to rock tonight.

ACTIONS

Hold hands in each side and swing arms
Rocking motion
Clap hands
In the... clap 2
Hands of child on one side
Treetop...clap own hands
And 2 hands of child other side



All day...clap own hands and 2 hands of child
directly opposite alternate clapping hands high
and low **Repeat**

Source: Awesome Asphalt Activities

MISS MARY MACK

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons,
Buttons, buttons
All down her back, back, back

She asked her mother, mother, mother
For fifteen cents, cents, cents
To see the elephants, elephants, elephants
Jump over the fence, fence, fence

He jumped so high, high, high
He reached the sky, sky, sky
And never came back, back, back
Till the first of July, ly, ly

*For each verse the actions are:
Touch knees, touch shoulders, clap hands together:
Clap your partners hands three times.
Spin around the end.*



Source: Awesome Asphalt Activities

SPORTS CAR

Sports car, Sports car,
A 1968,
Turned around the corner,
Slammed on the brakes.
Bumped into a lady,
Bumped into a man
Bumped into a policeman,
And man, Oh man!
Policeman caught,
And put me in jail,
And all I had to eat
Was gingerale.
How many bottles,
Did I drink?
10, 20, 30, 40, ...

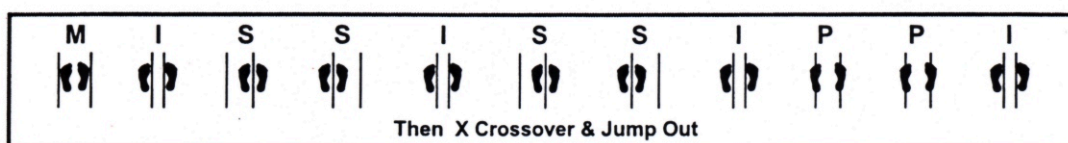
Jumpers skip pepper on the numbers.



Source: Awesome Asphalt Activities

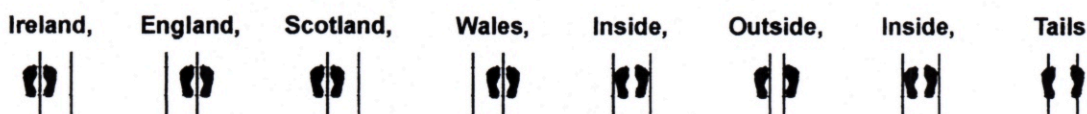
MISSISSIPPI

Two students put the rope around their ankles. Third person jumps a pattern. If they complete the pattern without making a mistake the two end people move the rope to their shins. Third person repeats pattern at shins, and knees. This person continues until a mistake is made. Then they take an end to hold the rope and let someone else try.



BRITISH ISLES

Ireland, England, Scotland, Wales,
Inside, Outside, Inside, Tails



Source: Awesome Asphalt Activities