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Sheboygan Area School District  
Community Recreation Department  
607 South Water St 459-3773

## PLAYGROUND PART-TIME EMPLOYEE JOB DESCRIPTION

**Title:** Summer Playground *Site Director*

**Basic Function:** To provide an educational and recreational program for the youngsters.

**General Characteristics:**

Recruited by Recreation Department, Recreation Supervisor

Appointed by Board of Education

Length of Appointment Eight weeks beginning in mid-June and ending the beginning of August

Hours of work Monday-Friday (Approximately 30-35 hrs per week)

Reports to Recreation Supervisor

**Qualifications:**

Preferred but not necessary:

Enrolled in a University or technical college. Preference given to person majoring in recreation, physical education or elementary education or:

At least one year experience as a playground or camp leader, or other related work with children.

Strong skills in organization, planning activities, and leadership.

**Responsibilities & Duties:**

Prepare weekly activity and attendance reports.

Proper accountability of all monies collected.

Active promotion of all special and daily activities on the playground.

Direct responsibility for building keys, management of equipment and supplies.

Needed supplies are properly requisitioned.

Frequent inspection of the equipment and facilities to insure a safe environment.

Accident forms are promptly completed and filed.

Direct the facility in accordance with the policies, standards, and philosophies of the Board of Education and the Recreation Department as stated in the staff manual.

Coordinate an organized flow of daily recreational activities.

Attendance at all required staff meetings.

Operate playground in accordance with the posted playground schedules.

Assist in special events, carnivals, neighborhood nights, 4<sup>th</sup> of July parade, and lantern parade.

Submit an evaluation of playground at the end of the summer.

Coordinate special events as listed on the master calendar of events.

Assume all duties assigned by the Recreation Supervisor.



Sheboygan Area School District  
Community Recreation Department  
607 South Water St 459-3773

## PLAYGROUND PART-TIME EMPLOYEE JOB DESCRIPTION

**Title:** Summer Playground Assistant Site Director

**Basic Function:** To provide an educational and recreational program for the youngsters.

**General Characteristics:**

Recruited by Recreation Department, Recreation Supervisor

Appointed by Board of Education

Length of Appointment Eight weeks beginning in mid-June and ending the beginning of August

Hours of work Monday-Friday (Approximately 30-35 hrs per week)

Reports to Recreation Supervisor

**Qualifications:**

Preferred but not necessary:

Enrolled in a University or technical college. Preference given to person majoring in recreation, physical education or elementary education or:

At least one year experience as a playground or camp leader, or other related work with children.

Strong skills in organization, planning activities, and leadership.

**Responsibilities & Duties:**

Prepare weekly activity and attendance reports.

Proper accountability of all monies collected.

Direct responsibility for building keys, management of equipment and supplies.

Needed supplies are properly requisitioned.

Frequent inspection of the equipment and facilities to insure a safe environment.

Attendance at all required staff meetings.

Assist in operate playground in accordance with the posted playground schedules.

Assist in special events, carnivals, neighborhood nights, 4<sup>th</sup> of July parade, and lantern parade.

Submit an evaluation of playground at the end of the summer.

Assist with coordination of special events as listed on the master calendar of events.

Assist the playground director direct the facility in accordance with the policies, standards and philosophies of the Board of Education and the Recreation Department as stated in the staff manual.

Assist the playground director to coordinate an organized flow of daily recreation activities.

Ensure a safe facility.

## SAFETY CODES



### BLOODBORNE PATHOGENS

5/19/94

In accordance with the 1993 Department of Industry, Labor, and Human Relations (DILHR) regulation, all playground staff will be provided with training on bloodborne pathogens. The purpose of this training is to reduce or eliminate the possibility of an employee contracting any of a series of diseases which are spread through blood contact. The two viruses of most concern are the human immunodeficiency virus (HIV) and the hepatitis B virus (HBV). A copy of the entire DILHR policy is available for review by every employee at the Community Recreation Department.

The training will be held during the staff inservice. This training will include an explanation of the federal laws and the right of the employee, a demonstration of the Personal Protective Equipment (PPE) and how and when to use it, the location of this equipment at the playground site, information on the hepatitis B vaccination, and all other pertinent training information stated in the federal register.

### AMERICAN DISABILITIES ACT (ADA)

In January 1992, the American Disabilities Act (ADA) was passed. One of the purposes of this Act is to eliminate discrimination by providing persons with disabilities equal opportunities to access places of public accommodation and commercial facilities, and to ensure equal opportunities to participate in public programs. Another aspect of this Act is to provide effective communication by a qualified interpreter for those individuals who are vision or hearing impaired, or have another disability.

Playground staff may be asked to work with professionals from other fields in the playground program. The Recreation Supervisor will schedule an interpreter when necessary. Efforts will then be coordinated between the family, interpreter, and playground leaders of how to best meet the needs of the participants.

### MEDICINE DISTRIBUTION

All medicine asked to be distributed during the program must be approved by the Recreation Supervisor. The parents of the child must discuss specific reasons and methods with the Recreation Supervisor prior to receiving necessary authorization and log forms. The parent/guardian must sign and deliver authorization forms to the Playground Site Director. Only daily doses of medication must be brought to the site. The medicine must be in a prescription bottle with the direction on it. The Site Director must sign the log form each time the medication is distributed. At the end of the summer program, all authorization and log forms must be turned into the Recreation Supervisor.

### DISTRIBUTION GUIDELINES

No prescriptive medication or non-prescriptive medication including but not limited to aspirin, cough medicine or nose drops, may be given to a child except under the following conditions:

- A. A signed, dated, written authorization of the parent is on file;
  - B. Prescription medication is in the original container and labeled with the child's name; name of the drug, dosage, directions for administering, date and physician's name
  - C. Non-prescriptive medication is labeled with the child's name includes dosage and directions for administering; and
  - D. A written report including the type of medication given, dosage, time, date and the name of the person administering the medication shall be kept in the child's record and the center medical log required under **HSS 55.31 (4) (c) (1984 Federal Register)**.
- Medications shall be stored so that they are not accessible to the children.  
--Medications requiring refrigeration shall be kept in the refrigerator in a separate, covered container clearly labeled "medication".

**SHOULDER SPLINT**

**Standard First Aid and Personal Safety**

**Dressings and bandages**

- A. Unfold triangular bandage to full size.
- B. Carry the point behind the elbow of the injured arm (Fig 73A).
- C. Carry the second end of the bandage up over the shoulder and tie the two ends together at the side of the neck-not over the spine (Figs 73B and 73C).
- D. Bring the point of the bandage forward and pin it to the front of the sling (fig 73D).
- E. If a pin is not available, twist the point of the bandage until it is snug at the elbow and tie a single knot.
- F. Make sure that the ends of the fingers extend just beyond the base, so that you can observe whether or not the circulation is cut off.
- G. In all cases of injury to the hand or lower forearm, adjust the sling so that the hand is elevated 4 or 5 inches above the level of the elbow.

### AUTHORIZATION OF ADMINISTER MEDICATION

Completion of this form meets the requirements of HSS 45 and HSS 55 of the Wis. Adm. Codes

*INSTRUCTIONS: Place form in child's file when medication is no longer required.*

**I HEREBY AUTHORIZE ADMINISTRATION OF THE FOLLOWING MEDICATION(S) TO MY CHILD BY STAFF OF THE DAY CARE CENTER/DAY CAMP LISTED BELOW.**

Name of Day Care Center/Day Camp		Name of Child		D.O.B
Medication	Dosage	Time	Dates for Medication to be given	
			From:	To:
			From:	To:
			From:	To:
Special Administration Instructions				

### **III. Physical & Behavioral Indicators of Child Abuse and Neglect (20)**

Each form of child abuse and neglect-physical abuse, neglect, sexual abuse and emotional maltreatment-can be found among school-age children. Sensitive educators can often identify a particular type of maltreatment through the child's appearance or behavior at school, or during routine interviews with parent or child by recognizing physical and behavioral indicators. Academic and psychological clues also can provide some evidence of possible maltreatment.

Physical indicators of child abuse and neglect are indicators which usually are readily observable. They may be mild or severe, but they involve the child's physical appearance. Frequently, physical indicators are skin and bone injuries, or evidence of lack of care and attention manifested in conditions such as malnutrition.

Educators are trained observers of children's behavior. They are sensitive to the range of behavior expected of children of a given group and they are quick to notice behaviors which fall outside this range. Particularly for the educator, behavior can often be a clue to the presence of child abuse and neglect. Behavioral may exist alone or may accompany indicators. They range from subtle clues, a "sixth sense" that something is amiss, to graphic statements by children that they have been physically assaulted or sexually molested.

Physical and behavioral indicators are described following this introduction. The list is not exhaustive; many more indicators exist than can be included. Neither does the presence of a single indicator prove that maltreatment exists. However, the repeated presence of an indicator, the presence of several indicators in combination, or the appearance of serious injury should alert the educator to the possibility that a case of child abuse and neglect is at hand.

#### **Physical Abuse**

Physical abuse of children may include any non-accidental physical injury caused by the child's caretaker. It may include burning, beating, branding, punching, and so on. By definition, the injury is not an accident. But neither is it necessarily the intent of the child's caretaker to injure the child. Physical abuse may result from over-discipline or from punishment which is inappropriate to the child's age or condition.

**Physical Indicators** of Physical Abuse in the School-Age child:

#### **Unexplainable bruises and welts:**

- on the face, lip, or mouth
- in various stages of healing (bruise of different colors, for example, or old and new scars together)
- on several different surfaces areas (indicating the child has been hit from several different directions)
- on large areas of the torso, back, buttocks or thighs-clustered, forming regular patterns, or reflective of the article used to inflict them (electrical cord, belt buckle)
- regularly noted as fading marks when the child returns to school after an absence, weekend, or vacation

#### **Unexplained burns:**

- cigar or cigarette burns, especially on the soles of feet, palms of hands, back or buttocks
- immersion of "wet" burns, including glove or sock-line burns and doughnut shaped burns on the buttocks or genitalia
- patterned or "dry" burns which show a clearly defined mark left by the instrument used to inflict them (e.g. electric burner, iron)
- rope burns on the arms, legs, neck or torso

#### **Unexplained fractures:**

- to the skull, nose, or facial structure
- in various stages of healing (indicating they occurred at different times)
- multiple or spiral fractures
- swollen or tender limbs
- any fracture in a child under the age of two

#### **Unexplained lacerations and abrasions:**

- to the mouth, lips, gums or eyes
- to the external genitalia
- on the backs of the arms, legs, or torso

### **Unexplained abdominal injuries:**

- swelling of the abdomen
- localized tenderness
- constant vomiting

**Human bite marks**-especially when they appear adult size or are recurrent

## **Behavioral Indicators of Physical Abuse**

Conduct, too, can be a tip-off to the presence of child abuse and neglect. Abused and neglected children may demonstrate certain characteristics behavior or conduct which can be spotted by the sensitive educator. For the adolescent particularly, behavior may be the only clue to child abuse and neglect. These behaviors may exist independent of or in conjunction with physical indicators.

The following are some of the behaviors which may be associated with physical abuse. The educator should be alert for the child who:

- is wary of physical contact with adults. In the classroom, most children accept physical closeness to a teacher. The abused child will often avoid it, sometimes even shrinking at the touch or approach of an adult
- becomes apprehensive when other children cry
- demonstrates extremes in behavior-extreme aggressiveness or extreme withdrawal, for example-behavior which lies outside the range expected for the child's age group
- seems frightened of the parents
- states he/she is afraid to go home, or cries when it is time to leave
- reports injury by a parent

### ***Neglect***

Neglect involves inattention to the basic needs of a child, such as food, clothing, shelter, medical care and supervision. While physical abuse tends to be episodic, neglect tends to be chronic. When considering the possibility of neglect, it is important to not the consistency of indicators. Do they occur rarely, or frequently? Are the chronic (present most of the time), periodic (noticeable after weekends or absences), or episodic (seen twice this semester when there was illness in the family)? In a given community or sub-population, do all the children display these indicators, or only a few? Is this culturally acceptable child rearing, a different lifestyle, or true neglect? Answers to questions like these can be extremely helpful in differentiating between neglect and differing ways of life.

#### **Physical Indicators of Neglect** in School-Age Children:

- constant hunger, poor hygiene, or inappropriate clothing
- consistent lack of supervision, especially when engaged in dangerous activities of over extended periods of time
- constant fatigue or listlessness
- unattended physical problems or medical needs, such as untreated or infected wounds
- abandonment

#### **Behavioral Indicators of Neglect** in School-Age Children:

- begging or stealing food
- constantly falls asleep in class
- rarely attends school
- comes to school very early and leaves very late
- addicted to alcohol or other drugs
- engaging in delinquent acts such as vandalism or theft
- states that there is no one to care for or look after them

### **Sexual Abuse**

"Sexual". The word itself gets our attention, and triggers a host of reactions for each of us: feelings, memories, beliefs. In our society, sexuality is openly used on TV, film, music, advertising-we are bombarded with erotic images and messages. At the same time, sexuality is the ultimate privacy, often permeated with guilt, shame, taboos-difficult to discuss serenely and honestly even between mature, intimate adults.

Of all the types of child abuse, those which involve sexual exploitation are the most difficult to confront. This is due to two major factors: constraints on the victims which enforce secrecy (including society's attitude toward sex as a taboo topic): and the personal discomfort and denial of human service professionals which keep us from asking the hard question, "Has someone molested you?"

## Definition

Sexual abuse is any act in which a child is used for the sexual gratification of another. The perpetrator can be anyone from an older child to a career molester in his seventies. It can be incestuous, involving family members, or it can be an act between strangers. It can be an isolated event, or it can be ongoing over a period of years. It can be a gentle seduction, or it can be an act of torturous brutality. Any act in which a child is used sexually, is abuse. This includes non-contact acts, such as exhibitionism and verbal sexual abuse, which are not of the same serious degree as contact acts, but which traumatize the victim nonetheless.

In a study of 900 randomly chosen women conducted by Diane Russell, Ph.D. in 1979, 38 percent of those questioned had been abused by an adult relative, acquaintance or stranger before the age of 18. When non-contact experiences were added in, the numbers rose to 54 percent. In incestuous (relative-perpetrated acts, two thirds were very serious. Dr Russell denoted as *very serious* abuse-intercourse (vaginal, oral, and anal), cunnilingus, and anilingus; as serious-genital fondling, simulated intercourse, penetration of the anus or vaginal with a finger; and *least serious* abuse-fondling of buttocks, thighs, legs, or other body parts, clothed breasts or genitals, and kissing.

While these figures are mind-boggling, it is important to keep in mind that probably nearly as many boys as girls are molested. The commonly accepted statistic for boys is 1 out of 7; for girls, 1 out of 4. In fact these are conservative estimates. Sexual abuse of children pervades our society and is, as Florence Rush titled her book on the subject,

### The Best Kept Secret.

Since reporting of sexual abuse has skyrocketed, many observers are tempted to believe that sexual abuse of children had increased. This is probably not so. The slender evidence that exists indicated that the statistics today reflect what has historically been happening. It is important to bear in mind, however, with the ballooning of the divorce and remarriages rate, stepdaughters are six times more likely to be abused by the stepfather than a biological father (Russell). Furthermore, some researchers have suggested that many stepfathers are clever pedophiles who have found a way through marriage to have steady access to a victim or victims.

By far, most sexual abuse is committed in an ongoing relationship with the victim (90 percent). With girls, 67 percent of these occur within the family. This is less true for boys, since boys are often the targets of pedophiles (a pedophile is one who is exclusively attached to children for sexual gratification), and pedophiles tend to choose professions which give them access to children, or they simply work the streets. Thus, boys are at greater risk of being molested by an acquaintance or a stranger. Furthermore, while no firm statistics are available, the vast majority of perpetrators of sexual abuse are male, which is not the case with other forms of child abuse.

### **Physical Indicators of Sexual Abuse:**

Sexual abuse is not often discovered in a school setting through physical indicators alone. Frequently a child confides in a trusted teacher or counselor or nurse that he or she has been sexually assaulted or molested by a caretaker, and that may be the first sign that sexual abuse is occurring.

- difficulty in walking or sitting
- torn, strained, or bloody underclothing
- complaints of pain or itching in the genital area
- bruises or bleeding in external genitalia, vaginal or anal area
- venereal disease, particularly in a child under 13
- pregnancy, especially in early adolescence
- chronic stomach aches and gagging

### **Behavioral Indicators of Sexual Abuse:**

- appear withdrawn; engage in fantasy or infantile behavior; even appear retarded
- have poor peer relationships
- be unwilling to change for gym or to participate in physical activities
- engage in delinquent acts, or run away
- display bizarre, sophisticated, or unusual sexual knowledge or behavior
- state he/she has been sexually assaulted by caretaker

In training program, people respond to information about alcoholism based on their own patterns of drinking, not as professional treaters of alcoholism (DiCicco and Unterberger 1977). The training process seeks to promote an understanding of one's own drinking behavior compared with that of one's peers. For some it will bring out an unconscious fear of becoming an alcoholic (Bailey 1970). The discomfort initially experienced by professionals in training may be positive in the long run.

Bailey indicates once professionals have left the training experience and returned to or entered active practice, this discomfort will be applied to practical experience and will be reduced. The examination of attitudes toward drinking and alcoholism should result in the identification of real drinking problems for those who have them and a reassurance and elimination of guilt for those caregivers who drink appropriately.

Working with children seems to affect caregivers personally. This is amplified with children of alcoholics. Caregivers need gratitude and support just as other individuals do. Their self-esteem is down to some extent from their accomplishments with their clients. Since alcoholism can be a most difficult problem to resolve, caregivers are at risk for depression and "burn out" as the frustration of working with alcoholic families and the bureaucracy within service institutions builds. Strong feelings about alcohol use by friends, relatives and family members may interfere with personal relationships. Caregivers may become intolerant of those who do not take the effects of drinking seriously.

Caregivers may need their own self-help groups to resolve the issues emerging from working with children of alcoholics. Whether such help is provided by their own institutions, through special alcohol study institutes, or by professional associations, it is essential to maintain the caregivers' commitment to and involvement in the services they provide. Another important and widely available vehicle for combating professional burn-out is through attendance at meetings of AA, AlAnon, or Alateen.

### **Behaviors Indicative of Children of Alcoholics in the School Setting**

#### **General Indicators:**

- morning tardiness
- consistent concern with getting home promptly at the end of the day or activity period
- improper clothing for the weather
- repression: thumb-sucking, enuresis, infantile behavior with peers
- scrupulous avoidance of arguments and conflict
- friendlessness/isolation
- fatigue and listlessness
- hyperactivity and inability to concentrate
- sudden temper and other emotional outbursts
- exaggerated concern with achievements and satisfying authority in children who are already at the head of a class
- extreme fear about situations which involve contact with parents

#### **Behaviors During Alcohol Education**

- extreme negativism about alcohol and all drinking
- inability to think of healthy integrative reasons and styles of drinking
- equation of drinking with getting drunk
- greater familiarity with different kinds of drinks than peers
- inordinate attention to alcohol in situations in which it is marginal, for example, in a play or movie not about drinking
- normally passive child or distracting child becomes focused or active during discussions about alcohol
- changes in attendance patterns during alcohol-education activities
- frequently requests to leave the room
- lingering after activity to ask innocent questions or simply to gather belongings
- mention of parent's drinking to excess on occasion
- mention of drinking problem of a "friends" parent, uncle or aunt
- strong negative feelings about alcoholics

#### **How to Respond if a Child From an Alcoholic Home Comes to You**

Regardless of whether you are a teacher, school nurse, counselor, social worker, librarian, club advisor, or director of a school activity, you will have many opportunities to help students with home problems. If you take advantage of your opportunities, there are many ways in which you can help those who have an alcoholic parent.

The following is a list of "do's and don'ts" that may be helpful to you if a child from an alcoholic home turns to you for guidance.

**Do follow through after the child asks for help.** You may be the only person the child has approached about the family problem. Courses of action you might choose are:

- help the child contact a local Alateen Group where others who understand and share the problem of alcoholic parents are available for support.
- assist the child in “thinking through” all the sympathetic adults who play significant roles in his/her life (a favorite aunt or uncle, grandparent, minister, school counselor) who might be able to help.
- refer the child to an appropriate helping professional.

**DO develop and maintain a list of appropriate referrals,** including Alateen and other helping professionals in your community. Knowing which organizations have resource to help children will make it easier when a child comes to you.

**DO make sure that the child understands three basic facts.** First, he or she is not alone—there are more than 7 million children of alcoholics under the age of 20 in the United States. Second, the child is not responsible for the problem and cannot control the parent’s drinking behavior. Third, the child is a valuable, worthwhile individual.

**DO maintain a small library of books and pamphlets** on alcohol-related problems that have been written for children. Many of these are available at low or no cost from the National Clearinghouse for Alcohol Information, Alateen and the National Council on Alcoholism.

**Do be sensitive to possible cultural differences.** If the child who comes to you is from a different culture, it might be useful to explore the child’s culture, including family structure, values, customs, and beliefs. The cultural differences might influence how you may most effectively help the child.

**DO be aware** that children of alcoholics may be threatened by displays of affection, especially physical contact.

**DON’T act embarrassed or uncomfortable** when the child asks you for help. It may be discouraging for the child and increase his or her sense of isolation and hopelessness.

**DON’T criticize the child’s parents or be overly sympathetic.** The child may gain the greatest benefit just by having an adult friend with an understanding ear who will tell him or her where help can be found.

**DO know your limitations.** Of course, all professional staff will need to consider their legal, ethical and professional obligations as well as their competencies in deciding what they should and should not do with students. It is very important that educators seek assistance in areas where they are not authorized to function. If they are not trained as therapists, they should not try and act as therapists. If there is any doubt about the severity of a student’s personal or social problems, there are usually counselors, school psychologists, or school social workers available who will gladly offer assistance.

**DO be an effective listener and communicator.** This means helping your students express their feelings and thereby deal with their fears and aspirations. One of the most unfortunate problems experienced by some children of alcoholics is that they have no one to talk with about their needs, fears, and hopes.

**DO facilitate their skills in developing primary relationships with other students and adults.** Some children of alcoholics have a different time relating to peers and adults. Like all students, they need opportunities to participate in primary group activities. However, many children of alcoholics need help to do so.

School personnel who lead extracurricular activities have many opportunities to assist in fostering primary relationships for students who are children of alcoholic parents. Like others, these students can acquire many benefits from extracurricular activities. However, for children of alcoholics, the more obvious benefits of extracurricular activities may be secondary to the benefits achieved through establishment and maintenance of peer relationships. The students not only learns how to take part in a sport, publish a newspaper, etc., but also gains a sense of belonging and a role that he or she values.

A vital role that you can play in the case of children from alcoholic families is in getting them involved. However, getting children of alcoholics to participate in group activities may be difficult. This is true because many such students are not eager-an extracurricular activity is just another responsibility to endure rather than a vehicle by which they can reduce the strain of existing responsibilities.

Furthermore, when a student’s feelings of self-worth are minimal, he or she may feel incapable of contributing anything to a group and may have to be persuaded that his or her participation is needed.

But afterschool activities can also reduce the time children of alcoholic parents spend in uncomfortable situations. This is desirable in itself. Extracurricular activities also provide more time and opportunities for such children to interact with you

and other potential adult role models. In addition, some students feel an educator outside of the classroom is more approachable than a teacher within a classroom, or that it is more permissible to discuss "after school" matters after school than during school hours.

The benefits of getting students involved in extracurricular activities have already been mentioned. Another suggestion is to foster situations in which certain children of alcoholics find it difficult to make new friends. Many are very withdrawn or are complete loners. Although the professional educators may be aware of the benefits to be derived from peer relationships, their skills will be put to a test to prove such benefits to a student who has never had friends. The student, for example, may take the advice to seek out friendships and confide in a peer who does not understand or, worse, one who ridicules the student. Educators must be prepared to be helpful when something like this goes wrong.

Perhaps your greatest contribution will be in the area of helping students to discover that their feelings are normal and it is permissible to be confused and sometimes upset about one's home environment. Exploring a student's feelings with him or her can help you obtain a better understanding of that student. More important, an exploration of feelings may allow the student to grow in self-understanding.

**DO carefully observe them and their situations.** What you learn can be useful in showing you where the child needs help you can provide. Counselors, school nurses and coaches often have a special advantage in being able to observe conditions about which the student, their families or other professionals very much need to know.

For more information about how to plan services at the community level, the NIAAA recommends the following free publication:

A Growing Concern: How to Provide Services for Children from Alcoholic Families

Preventing Alcohol Problems Through a Student Assistance Program: A Manual for Implementation Based on the Wetchester County, New York, Model (a school based program)

Both of these are available from the National Clearinghouse for Alcohol information, PO Box 2345. Rockville, MD 20852 (301) 468-2600

Report of the Conference of Prevention Research. This book is available at no charge from The Children of Alcoholics Foundation, Inc., 540 Madison Ave, 23<sup>rd</sup> Floor, New York, NY 10022.

SHEBOYGAN AREA SCHOOL DISTRICT  
 COMMUNITY RECREATION DEPARTMENT  
 607 SOUTH WATER STREET  
 459-3773

# TIME SHEET

DUE IN RECREATION  
 OFFICE 2 WEEKS  
 PRIOR TO PAYDAY

DATE \_\_\_\_\_

Employee Name (Print) Sue Smith HIGH SCHOOL LOCAL #1750 COLLEGE/ S.E.A.DISTRICT  
 RECORD EMPLOYEE NUMBER BELOW STUDENT CUSTODIAN OTHER TEACHER PROFESSIONAL  
 ADDRESS 1512 Karen Cir Sheboygan, WI 53083     SASD Professional Teacher DUE 1st of each month

DAY	DATE	NAME OF PROGRAM or ACTIVITY(Grade(s) If An Official or Supr.)Write "SUB" if applicable.	SITE-(Building, Gym, Pool, Park, etc.) worked at	HOURS FROM and TO (Game Time if you are an Official)	TOTAL (Hours or Games)	RATE OF PAY(per hour or game)
Sat	June 7	NEWPRO Conference Playgrounds	Oshkosh		3.0 hrs	8.25
Mon	June 16	Inservice/Playgrounds Traditional	Longfellow	9am-12pm	3.0 hrs	8.25
Mon	June 16	Inservice/Playgrounds Traditional	Longfellow	1pm-4pm	3.0 hrs	8.25
Tue	June 17	Inservice/Playgrounds Tykes	Longfellow	8:45am-12pm	3.25 hr.	8.25
Tue	June 17	Inservice/Playgrounds Tykes	Longfellow	1pm-4pm	3.0 hrs	8.25
Tues	June 17	Tykes Planning	PRRC	4pm-5pm	1.0 hr	8.25
Wed	June 18	<i>Inservice/Playgrounds Traditional</i>	Longfellow	9am-12pm	3.0 hr	8.25
Wed	June 18	Traditional Planning	Library	12pm-12:30	.50	8.25
Wed	June 18	Inservice/Playground Traditional	Longfellow	1pm-4pm	3.0 hrs	8.25
		TOTAL HOURS			21.75	

2003 Paydays: Jan 3,17,31; Feb 14,28; Mar 14,28; Apr 11,25; May 9,23; Jun 6,20; Jul 3,18; Aug 1,15,29; Sep 12,26; Oct 10,24; Nov 7,21; Dec 5,19.

**\*\*PLEASE TOTAL HOURS\*\***

**CHECK** if additional hours are on back! **EMPLOYEE NUMBER** 000456

\*\*\*\*\*

FOR OFFICE USE ONLY

APPROVED BY \_\_\_\_\_

ACCOUNT NUMBERS	A REG HRS	B O.T. HRS	K D.T. HRS	PAY RATE
86-516-143-340000-				
86- -143-340000-				
85-516-143- -000				
85-516-143- -000				









Sheboygan Area School District  
 Community Recreation Department  
 607 S Water St 459-3773

## Traditional Summer Playgrounds- Weekly Report- Attendance

Playground \_\_\_\_\_ Date \_\_\_\_\_ to \_\_\_\_\_  
 Staff \_\_\_\_\_

MONDAY	Attendance Totals	Special Activity	Weather
	A		

TUESDAY	Attendance Totals	Special Activity	Weather
	A		

WEDNESDAY	Attendance Totals	Special Activity	Weather
	A		

THURSDAY	Attendance Totals	Special Activity	Weather
	A		

FRIDAY (Trip Day)	Attendance Totals	Special Activity	Weather

Special Event(s)	Attendance Totals	Special Activity	Weather

		Explain any unusual time changes or number changes:
	A	
	E	
Grand Total		

→ Total Registered (update weekly)

Boys- \_\_\_\_\_  
 Girls- \_\_\_\_\_  
 Total- \_\_\_\_\_

Director's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Place additional comments on back Goldenrod paper



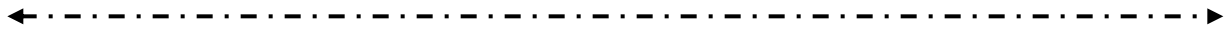
Sheboygan Area School District  
Community Recreation Department  
607 S Water St 459-3773

Name of Playground \_\_\_\_\_  
Date Registered \_\_\_\_\_

**Traditional**

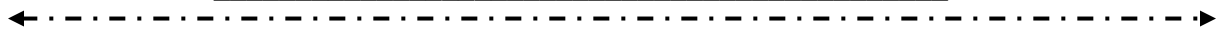
**CHILD'S REGISTRATION SHEET**

Name: \_\_\_\_\_  
Parent or Guardian's Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone Number \_\_\_\_\_  
Birthdate \_\_\_\_\_  
Doctor \_\_\_\_\_  
Doctor's Phone Number \_\_\_\_\_  
Known Allergies \_\_\_\_\_  
Pertinent information for the well being of your child \_\_\_\_\_  
\_\_\_\_\_



**In case of an emergency and you are not available who else could we contact?**

Name \_\_\_\_\_  
Phone Number \_\_\_\_\_



**Consent for off-playground participation in nearby playground events  
for short periods of time.**

I grant permission for my child \_\_\_\_\_ to participate in  
off-playground activities located in the neighborhood. This includes activities such as  
a walk around the block, a walk to a nearby business or park. At least one playground  
leader will supervise these activities.

**Special permission will be required for longer outings and bus trips.** Information for  
such trips, along with a permission slip, will be distributed to you in advance of the  
trip date.

\_\_\_\_\_  
Signature of Parent of Guardian

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Date Signed

Blue paper

# PLAYGROUND ACTIVITY SIGN UP SHEET

PLAYGROUND	DATE	TIME
NAME	ADDRESS	PHONE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
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18.		
19.		
20.		
21.		
22.		
23.		

<b>PLAYGROUND</b>	<b>DATE</b>	<b>TIME</b>
NAME	ADDRESS	PHONE
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
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46.		
47.		
48.		



Sheboygan Area School District  
Community Recreation Department  
607 South water St 459-3773

## "Department of Keys and Locks"

Of all the equipment you receive and will be in charge of during the summer, **the keys you sign for on your first day are one of the most important.** A key that is lost and found by the wrong person or given to an unauthorized person cannot only mean many dollars in damage or loss of equipment but the key could possibly be used for numerous unwarranted entries.

It is your **duty and responsibility as a School District Employee to guard keys from loss of pilferage at all times and to follow the instructions and procedures.**

1. Each playground instructor will be issued a set of keys to their respective area which must be personally signed for on a **Master Checkout Card.**
2. On the opening day of the playground you will **check all locks to see that they are in working condition and to make sure the key fits.** If not, notify the office immediately giving specific information so the situation can be remedied.
3. Anytime during the playground season that locks or keys are needed, notify the office immediately.
4. Absolutely **no transferring** of keys allowed.
5. **Never** give a key or lock to anybody other than authorized members of the staff.
6. Report all key losses to the office **immediately.**
7. Monetary charges are made for all lost keys.
8. Locks should never be left hanging on the hook—this invites pilferage.
9. All locks and doors must be checked to make sure they are secured before leaving the area. (Watch for stones placed in door jams)
10. Check your keys before leaving your site. Make sure each day that you still have all assigned keys.
11. Keys must be returned to the office and checked in on your last day of work. They will be checked against the Master Checkout Card.



Sheboygan Area School District  
Community Recreation Department  
607 S Water St 459-3773

## GUIDE FOR USE OF CRAFT ROOM

The craftroom is open to all playground staff. The key to this room will be on the hook next to the book shelves.

Please make sure you lock the craftroom and return the key when finished.

- \* cut rolled display paper (not tear)
- \* take only what you need.
- \* if you have supplies at your site you do not need, return it, someone else might need it.
- \* use the old supplies before you use the new.
- \* above all, keep the room clean!!

The more organized and clean the craftroom is, the easier it will be to clean after playgrounds are done.



Sheboygan Area School District  
Community Recreation Dept  
607 S Water St 459-3773

Tyke Site \_\_\_\_\_

Traditional Site \_\_\_\_\_

### REQUISITION FORM

Date Received and Time	Leader's Name and Playground	Equipment or supplies needed	Quantity	Return Date	Replacer

Requisition filled by \_\_\_\_\_

## Closing Procedures



Leave site in better condition than when you found it!!

\*Neatly pack all supplies in equipment chest. Small bags will be needed for small items. Place these in upper part of the box. One lock on box; other on cabinet.

\*Check inventory sheet. List missing items.

\*Mark you box with site name.

\*Clean all areas you used during the summer.

\_\_\_\_\_ Sweep floors

\_\_\_\_\_ Use soap and water on table tops, counter tops, etc.

\_\_\_\_\_ Take down all playground signs, etc.

\_\_\_\_\_ Remove tape from windows

\_\_\_\_\_ Be sure no stains (paint, etc) are left on walls and floors

\_\_\_\_\_ Return any borrowed equipment

**School Custodian Should Check Above When Completed and Sign Here:**

---

\*Fill out playground evaluation with co-worker.

\*Tell your kids that playgrounds close at 4 p.m. on Wednesday. Encourage them to stay involved in the Recreation Department activities. The All-City Picnic will be from 10 a.m. to 3:30 p.m. on Thursday.

\*Pack all craft supplies on Wednesday, and pack into a cardboard box. Clean paint jars and brushes, plus scissors thoroughly. Group all scissors, pencils, crayons, etc. Put items in large bags as if you were going to put them away yourself. All supplies and equipment will be picked up on Thursday while we are at the picnic.

\*Report Friday, Aug\_\_\_\_ 8 a.m. -12:00 p.m. to the Recreation Department to help

Unpack equipment and to turn in:

All equipment used for your site

Keys

Playground evaluations

Staff manual, game manual, song manual

Timesheet

Attendance sheet-complete and accurately recorded

Accident reports

Registration slips marked with exact count and alphabetized

Any money left over from playground fund

Name tags

Please have all forms completed prior to coming in on Friday.



Sheboygan Area School District  
Community Recreation Department  
607 S Water St 459-3773

## What To Do On Unpacking Day While You Are At Your Playground Site

- \*Talk with the school custodian, principal, and secretary. Ask about the use of TV, phone, VCR, extension cord, water hose and location of water faucet, and cooler or refrigerator. Double check on facilities (gym, lunch room, kitchen..) that you can use, as well as a tornado shelter area.
- \*Check the area: storage space, lights, security system hours, lavatory, bubbler, location of phone, and clean up any broken glass, big sticks or stones outside. Make sure the play areas are clean and safe. Make sure that you will have access to a phone at ALL TIMES!!
- \*Make sure that ALL keys work. If not-check with a supervisor. Check security code.
- \*Check off equipment inventory list found in large equipment box. Record any equipment that was not packed that you think you will need.
- \*Neatly arrange craft equipment in craft cupboard.
- \*Put all athletic equipment into the large equipment box-put extra small game pieces into the craft cupboard where they will not be lost.
- \*Be sure to put the equipment inventory list in a safe spot for use at the end of the summer
- \*Finish making your playgrounds calendar's
  - large wall sized calendar-Tykes & Trad
- \*Make signs for **ALL** windows and make your bulletin boards:
  - hours that the playground is open
  - list of rules
  - list of upcoming events

**NOTE**-all posters made should not only consist of a flyer stapled to a piece of construction paper. Children will pay more attention to the sign if you are creative in designing it.

\*Lastly, **DO NOT** cut out early today!!! This time that we are giving you is very valuable. You should be busy planning and making signs. Be sure you are prepared for opening day. Have fun!!!



# Important Things To Do June for July 4 Parade

- \*Children should sign-up for riding their bike, walking, pulling float, or carry a banner. Make a large and attractive bulletin board for children to sign-up on. The use of rollerblades, skateboards, and scooter is not allowed!
- \*Children must wear helmets!!
- \*Make a large bulletin board advertising the Fourth of July parade.
- \*Tell the children about the parade CONSTANTLY. Do not let them forget!!!!
- \*Try to add noise or music to your theme or float. More people will pay attention.
- \*Leaders and children should dress up according to the theme. If the leaders do not dress up for the theme, then they should wear a **staff shirt**.
- \*Bicycles should be decorated on July 3 and no earlier. Tell the children to not leave their bicycles outside overnight in the rain because the crepe paper may wash away and be destroyed.
- \*Name banners must be brought to the Rec Dept by July 3<sup>rd</sup>.
- \*Make assigned rosettes and/or fringe.
- \*Try to cover all open areas of the float, handles, wheels...
- \*Leaders should go to the Rec Dept garage at 1:00pm on July 3 to assemble the float. Float must be completed by 4:00pm.



## Summer Playground Staff Instructions & Assignments for July 4



Each playground will march in the Independence Day parade as a unit with a theme as a guide for costumes, decorations, and parade activities. Each child on each playground should be encouraged to march or participate in the parade. Get all the children involved in the constructing the float and banners.

Those children that march in the parade will be given free treats after the parade. Once everyone has received one, seconds will be available. One leader should help assemble the youngsters; one leader should help load the floats. Hurry loading the float and then assist in child control.

Staff members are to go directly to US Bank by 8:15 am to line up the children for the parade. Leaders are expected to march with their playground during the parade. Leaders can either dress up in a costume of the theme or wear Rec Dept staff shirt.

Marchers should be lined up by twos approximately six feet apart. There should be a spacing of about fifty feet between playgrounds. MAKE SURE THERE IS ENOUGH SPACE BETWEEN PLAYGROUNDS SO THAT PEOPLE CAN READ AND SEE THE BANNER THAT NAME OF THE PLAYGROUND.

After the parade, decorated vehicles should be placed in the are provided. Playground Supervisors will advise playgrounds where to park. Playground banners should be carried to and put on the truck.

The order of the parade for each playground should be:

Playground NAME banner

Bicycles

Marchers



**PLAYGROUND**

**FOURTH OF JULY PARADE**

All boys and girls interested in joining your playground in the parade should sign up.

<b>NAME (Please print clearly)</b>	<b>AGE</b>	<b>WALK, BIKE, OR BANNER</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
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21.		
22.		



## LEADER'S CODE

### I WILL:

1. Be courteous to everyone, from the 4 year old who I stumble over, to the proud parent who demands first place for their child, and the cross neighbor who claims we trample her flowers.
2. Teach the children my name and remember theirs-the name of the parent, brother, sister, and pet.
3. Speak kindly to everyone.
4. Look for, and welcome new children and see that they are included in some type of activity.
5. Get acquainted with the parents and neighbors. Take time to say more than "Good Morning".
6. *Take time* and *listen* to what the child has to say.
7. Look for the shy ones, the "lone wolves", the unaccepted, the handicapped. Try in every way to help them.
8. Encourage conversation about interests, hobbies, home, friends, and pets.
9. Contribute to the physical and mental growth of all participants.
10. Encourage the development of desirable character traits.

*I AM A LEADER and will conduct myself as such at all times!*

## LEADERSHIP

You're the leader. You're important.

To the department-you represent it.

To the City Fathers-you build the town's "image".

To Parents-they trust you with their children.

To Children- your chance to put your training to work-to learn from experience.

## LEADERSHIP- what is it?

It's not what- you-know  
It's how-you-deal  
With problems—

All sorts of problems

With plans—

All kinds of plans

But most of all with PEOPLE—all people

Big and little	young and old
Rich and poor	well and handicapped
Men and women	boys and girls

## LEADERSHIP

### Leadership for **SKILLS**

Because people want to learn and because they respect leaders  
who "know their stuff"

### Leadership for **NEIGHBORLINESS**

Because a playground is not a separate world.  
it's the heart of a neighborhood.

### Leadership for **SAFETY**

Because parents depend on you to keep youngsters safe as well as happy.

### Leadership for **FUN**

Because that's why people come to a playground.

### Leadership for **SERVICE**

Because there's so much that can be done on the playground to make  
your town a happier place to live in.

## A Leader Must be **TEN** People! (Berkeley, California)

**AN ORGANIZER.** Develop and promote activities and neighborhood needs. Use local groups to help plan them.

**A DIRECTOR.** Teach games, both old and new. Start clubs, develop teamwork with the Department and the neighborhood, make full use of all facilities.

**A HOST.** Make everybody welcome. Encourage everyone to come and take part.

**A COACH.** Develop teams and competitive events (Don't forget the girls!) Stress fair play.

**A LEADER.** Promote all phases of the program-arts and crafts, dramatics, music, storytelling, clubs, as well as games and sports.

**AN ADVERTISER.** Plan ahead and publicize. Inform the office. Inform the town. What people don't know won't help you!

**A CLERK.** All those reports! On time! Accurate!

**A CARETAKER.** Take care of those balls, bats, games. Work out a plan for storage, for distribution, for safety inspection.

**A POLICEMAN.** Keep an eye out for any vandalism, gambling, swearing, safety hazards, suspicious characters.

**A FIRST-AIDER.** Take care of simple accidents. Get help on any others.

## **LOOK, SOUND, ACT LIKE A LEADER**

**LOOK** like a leader

- \*Don't be a clanker or jingler. Leave the noisy jewelry at home.
- \*Don't be a bare-chest Harry or a cheese-cake cutie. You've got a job to do- and it's not posing for the camera.
- \*Use an eyeshade-instead of eyeshadow.
- \*Don't be Languid Lily or Droopy Dan
- \*Eschew the hairdo! Save the beehive for the ballroom
- \*Off with heels-away with the shift! If you can't take a giant step you're way out of step

**SOUND** like a leader

- \*As polite to Johnny-come playground as you are to Mr. Mayor
- \*Quick to say "Thank-you", "Please", "I was wrong", "I'm sorry"
- \*Quick to say "Good!", "Fine!", "You were great"
- \*Friendly and warm, never indifferent or impatient
- \*Sparkling and smiley—it's happy making

**ACT** like a leader

- \*Know the youngsters—they're people, not attendance figures
- \*Know your neighborhood—and let it work with you
- \*know your skills—and teach them
- \*Know your limitations—and don't try to be a do-all or know-all
- \*Seek advice—and take it
- \*Put people first. Use activities, but plan for people
- \*Know your co-workers—and cooperate with them for the good of the program

## **KNOWS**

**KNOW YOURSELF**—that's fine

Perhaps you're very strong in games and sports. Good! But—do you think storytelling is sissy, crafts a waste of time, singing games beneath you, dramatics strictly for the birds? Look out! You're lop-sided!

Perhaps you're very good with large groups. Fine! But what happens when for some reason there are just a few on the playground? Or when you've moved to a smaller, less populated area? Watch out! You're lop-sided!

Or maybe you're very energetic, very enthusiastic, like action, always dashing around. O.K! But do you take time to THINK? To know the WHY of what you're doing.

Know your strengths—but concentrate on your weaknesses, to build them into strengths, too!

## **KNOW YOUR CO-WORKERS**

The directors, the supervisors, the other leaders, the volunteers, the maintenance man, the janitor. They all have their special jobs—and you're all in this together! Get their help. Talk together. Argue, discuss,

plan and dream together. Match your strengths and weaknesses. Stars belong in the sky-not on the playground.

### **KNOW THE PLAYGROUND GROUPS**

They're not teams,  
or craft classes  
or drama clubs,  
or amateur shows  
or playground bands,  
or folk dances,  
or good or bad.

They're **PEOPLE**.

They're **INDIVIDUALS**.

They're all sizes and shaped, big and small, young and old, but each one is a **PERSON**.

### **KNOW THE NEIGHBORHOOD**

It's the background you'll work in. It's the background of the playground. It's got the home, the church, the school, the shops, the neighbors that are the background of each person on the playground.

### **KNOW THE COMMUNITY**

Perhaps you've lived in it all your life. Perhaps you've just arrived. But do you really know it, in terms of understanding? Know what it has, what it needs. Don't try to change it. You can't. It will change itself when it's ready. You can hasten or delay that time through your own work and own understanding.

#### **How MANY YOU'S there?**

##### **The YOU the children know-**

- full of interesting things to do
- full of exciting surprises
- understanding and patient
- fair and good-humored
- someone who makes them feel welcome and happy and secure
- someone to try to be like

##### **The YOU the neighborhood knows-**

- dependable. Their youngsters are safe with you
- friendly. You've taken pains to meet them and to know them
- cooperative. You work with them
- skillful. You've got the know-how
- hospitable. You plan interesting events that they all enjoy

##### **The YOU that got the job-**

- neat, well-groomed, appropriately dressed
- specific skills that you can pass along
- a PLUS in training and experience
- a certain something called personality that made YOU get the job  
instead of somebody else

##### **The YOU that only you know-**

- sometimes discouraged, tired and uncertain

- sometimes confused and irritable
- sometimes impatient, but always working towards

### **The YOU you Want TO BE**

Get on the PLUS side:

Fair—and then some

Willing—and then some

Understanding—and then some

Friendly- and then some

It's the PLUS element that counts

First-IDEAS

Second-DISCUSSION

Third-PLANS

Fourth-ACTION

Sounds easy! It is—If everyone works together!

Organization + Publicity → Success

### ***NEVER-NEVER-NEVER***

-Lose your temper

-Discourage anyone

-Ridicule anyone

-Be sloppy in dress, language, or work

-Show impatience

-Be sarcastic

-Show favoritism

Salmon paper



## 65 WAYS TO SAY "GOOD FOR YOU"

Everyone knows that a little praise goes a long way in any classroom or home. But "a little praise" really needs to be something more than the same few phrases repeated over and over. Your students and children need more than the traditional "Good", "Very Good", And "Fine" if encouragement is deserved. Here are some additional possibilities:

That's really nice. That's "A" work.

Thank you very much. John is in line.

WOW! Mary is waiting quietly.

That's great. Dick got right down to work.

I like the way you're working. Ann is paying attention.

Keep up the good work. It looks like you put a lot of work into this.

Everyone's working so hard. That's clever.

That's quite an improvement. Very creative.

Much better. Very interesting.

Keep it up. Good thinking.

It's a pleasure to teach when you work like this. That's an interesting way to look at it.

Good job! How you've figured it out.

What neat work. Clifford has it.

You really outdid yourself. That's the right answer.

This kind of work pleases me very much. Now you've got the hang of it.

Congratulations! You only missed \_\_\_\_\_. Exactly right.

I bet your mom and dad would be proud to see the super job you did on this.

Beautiful. That's a good point.

I'm very proud of the way you worked today. That certainly is one way of looking at it.

Excellent work. That's an interesting point of view.

I appreciate your help. Thank you for raising your hand Charlie.

Very good. Why don't you show the class?

Thank you for (sitting down, being quiet, Sherrie is really going to town  
Working hard, etc.) You've got it now.

Marvelous. Out of sight.

Groovy. Nice going.

Right on. Far out.

For sure. You make it look easy.

Sharp. That's coming along nicely.

It looks like you are doing a great job. I like the way Bill has settled down.



Sheboygan Area School District  
Community Recreation Department  
607 S Water St 459-3773

## Playground Discipline Policy

Have an active interesting involving program.

Set your basic rules from the start.

Be firm. Hold to them.

Be alert to problem causers.

**Rules: No smoking**

**No swearing**

**No drinking**

**No bike riding or skateboarding**

**Controlled water fights only**

Get older youth to help (make sure **YOU** are still the leader!)

Demand Respect/**COMMAND**-expect good behavior

Let youth know your expectations.

**IF PROBLEMS:** Enforce rules. You **MUST** follow through. Do not **SHOUT**. Take youth aside and talk. Witness may be necessary.

\*Warn

\*Penalize. Take away privilege

\*Off grounds for short time

\*Write down offenses

\*Call parent's, supervisor

\*Supervisor will suspend for the season

The police may be called if any situation arises that you feel out of control and that immediate disciplinary action is necessary. They have assured us that they are willing to help. We should not hesitate to call.

# Traditional Theme Days

Airplane—Arm Wrestling—Austin Power's Day—Autograph—Awards—  
Backwards—Basketball—Beach—Bird Feeder—Birthday—Board Game—Bring A  
Friend—Bubble Gum—Camouflage—Camp Out—Capture the Flag—Card  
Game—Charades—Cheese Head—Cookout—Cookie—Country—Crazy—Create a  
spaceship—Creative Crafting—Dance Party—Dating Game—Dessert—Diamond  
Days—Disco—80's—Earth—Egg—50's—Farm—Favorite Game—Flag  
Football—Fossil Find—Frisbee—Frisbee Golf—Game Show—Gardening—  
Gladiator—Green and Gold—Hawaiian—Hobby—Hockey—Icky—International—  
Jello Eating—Karaoke—Kickball—Kick the Can—Kite—Lip Sync—  
Marshmallow Roast—Messy—Mexican Fiesta—Movie—Music—Mystery—  
Nature—New Games—Obstacle Course—Olympic—Ocean—Paper Airplane  
Competition—Parachute—Peanut Fest—Pancake—Paper Mache—Pet Rock—Pet  
Show—Picnic—Pictonary—Pillo Polo—Pinata—Play Station—Rain Forest  
Extravaganza—Relay Races—Robot—Rocket—Rock-N-Roll—Rosette  
Olympics—Round and Round We Go—70's—Scary Stories—Scatter Dodge—  
Science—Seed—Shoe Shucking—Spirit—Seed Spitting—Slip and Slide—  
Smores—Soccer—Softball—Sports—Star—Sundaes—Swimming—Talent—  
Teenager—Toilet Paper—Treasure Hunt—Twister—Tye Dye—Very Volleyball—  
Watermelon Wonders—Water World—Wet and Wild—Win, Lose or Draw—You  
be the Leader



## Special Events

1. Backwards Day
2. Birthday Fun
3. Bike rodeo
4. Charades
5. Clown/circus day
6. Crazy hats
7. Disco night
8. Dating game
9. Dairy queen
10. Dream, fantasy or "Star" day
11. Fifties, "Grease"
12. Fry out
13. Hawaiian Luau
14. Hobby day
15. Movie night
16. Neighborhood walks
17. New wave, "punk night"
18. Obstacle course
19. Pet show
20. Pig out
21. Puppet show
22. Roller skating
23. Skateboard contest
24. Skit & talent night
25. "Star Wars"
26. Dinosaur egg hunt
27. Paper airplane contest
28. Pet rock day
29. Bubble gum blowing
30. Laughing contest
31. Shoe shucking for distance/accuracy
32. Soap carving
33. Kite flying day
34. Buttons the clown day
35. Storytelling
36. Swap lunch day
37. Swim day
38. Treasure hunt
39. Water balloon fun
40. Watermelon feast
41. Western-cowboys, "dallas"
42. Cowboy and Indian day
43. Break dancing
44. Olympic competition
45. Rock, Night, bring your favorite record
46. Tie-dye T-shirts
47. Joke-telling night
48. Easter in August
49. Christmas in July
50. Chalk drawing on sidewalk
51. Maywood adventure games
52. Create your own sundae
53. Frisbee golf
54. Pictionary
55. New games day
56. Scavenger hunt
57. Jello eating contest
58. Wear your favorite uniform day
59. Twister game
60. Beach party
61. Horror night
62. Marshmallow roast
63. Mystery night
64. Visit another playground
65. Awards night/day
66. Theatre in the park
67. Slip and slide day
68. Do a good deed day

69. Picnic fun
70. Make your own ice cream day
71. Hula hoop contest
72. Game show day
73. Couch potato day
74. Bubble blowing day
75. Stuffed animal day
76. Volleyball game night
77. Root beer night
78. P.J. night
79. Las Vegas night
80. Candy bar swap day
81. You be the leader day
82. Beach party
83. Plant flowers
84. Relay races
85. Gong show
86. Jump rope contest
87. Box hockey tourney
88. Controlled water fights
89. Capture the flag night
90. You think of the rest!!
- 91.
- 92.
- 93.
- 94.
- 95.
- 96.
- 97.
- 98.
- 99.
- 100.



## How To Set Up A Summer Playground Movie Night

- \*Order the films/movies you choose a week in advance to assure your choice. Two or three movies are about right, they should last about one hour and fifteen minutes. Let the children decide/vote on the movie.
- \*Ask your custodian if you may use the school's projector or VCR. If not, make sure you can use the Recreation Departments.
- \*Know how to run the projector/VCR. Check to see that it works early in the day. Do not wait until its too late. Plan songs or sitting games for intermission. Take bathroom breaks.
- \*Pick up films on the day it is reserved.
- \*Have popcorn bagged by 3:00pm on the afternoon of Movie Night. Order popcorn and Kool-Aid from Rec Dept.
- \*Hand out flyers in advance. Make posters to advertise the movies. Invite Tykes!
- \*Try to have adults sell popcorn for 15 cents and Kool-Aid for 10 cents. Make sure that all the mess is cleaned up that night.
- \*Return films the next day.
- \*Arrange the viewing room for darkness and seating ahead.
- \*Notify the custodian of your plans. Keep him well informed!
- \*You can show a movie, however, you cannot charge any child or adult to see the movie. It is against the law!
- \*Movie should be rated G.
- \*One movie night for trad and one movie for tykes.
- \*Kids movies can be rented from Family Video on Calumet Dr for free.



Sheboygan Area School District  
Community Recreation Department  
607 S Water St 459-3773

## Leader Responsibilities & Time Schedule For Carnivals

### 2-3 Weeks Before: Plan Carnival

1. Talk to co-leaders. Discuss games, prizes, foods, set up special attractions you want to have.
2. P.R.-signs on door.  
Order flyers to have run off at the copy center. (takes at least 3 days)  
Make large signs to put on playground.
3. **Secure Helpers:** Friends, Moms, Dads, Brothers, Sisters  
(you will want as many adults as possible) Also, kids to run games-they will!!
4. Get large refrigerator box for fish pond from local stores.
5. Make a concession stand price list.
6. Use **No Less** than two or **No More** than 3 tickets per game!
7. **No Admission Fee** will be charged ever!
8. A large wooden jail will be delivered.

### One Week Before:

1. Talk it up every day to kids and parents.
2. Display large sign daily.

### One Day Before:

1. Paint several clown faces on kids.
2. Check all details.
3. Be sure everyone knows what time to come and what their job is.
4. Purchase ice and pie. You will be reimbursed.

### Carnival Day!

1. Make sure tickets are counted and ready to sell, stacks of 20.
- 2:30-4:00 pm Take our games and set up in boundary area. **No** game pieces.  
4-5 1 leader takes dinner, 5-6 other leader
- 5:30 pm Set out food and prepare ticket booth.
- 5:45 pm Make sure all workers are there and give our games pieces and prize tickets
- 6:00 pm Start carnival Welcome and Music!

**During Carnival:** Collect game tickets constantly. Watch for stealing or pilfering. Keep games going. Smile-Enjoy- keep carnival spirit high. Towards last half remove any games that have died out. Keep moving throughout the area.

- 7:30 pm Begin taking games that are not being played
- 7:30 pm Have someone count pies in the pie in the face
- 7:30 pm Stop selling tickets
- 7:30 pm Make announcements to use up tickets & cash in prize tickets
- 7:50 pm Pie in the face
- 8:00pm Inventory all games and pieces etc. Inventory all prizes, candy, and soda.  
Send candy, soda, money, and prizes with Brenda or Mary.



Sheboygan Area School District  
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## GAMES AND RULES

- 7 OR 11** You get 3 softballs to throw to get numbers that add up to 7 or 11. A 7 earns you a medium prize, an 11 earns you a large prize.
- BUMPER CAR** You must run the car down the track (it must hit the rubber band at the end at least once). Whatever box the car stops in, you get to pick one prize from that box.
- SINK IT** You get 5 ping-pong balls to toss. 4-5 balls in the sink = large prize, 2-3 balls in sink=medium prize, and 1 ball in sink = small prize.
- TIC-TAC-TOE** You get 3 tries to make a Tic-Tac-Toe. If you get 3 in a row you get a medium prize.
- RING TOSS** You get 3 rings to throw. 3 rings on = large prize, 2 rings on = medium prize, and 1 ring on = small prize.
- OVER AND UNDER** You get 6 golf balls to roll down the lane. If your total is over 24 you get a large prize. If your score is under 16 a medium prize is awarded.
- SPIN PRIZE** You get 1 spin. Wherever the spinner stops, you get what is located in that space.
- CRAZY BUG** You get 3 pucks to shoot. For every puck that lands fully on a spot, a medium prize is awarded. For every puck that lands partially on a spot, a small prize is awarded.
- FRISBEE TOSS** You get 3 frisbees to throw through the hole. If you put 1 through, you get a small prize. 2 through get a medium prize, and 3 through get you a large prize.
- BOWLING** You get 3 softballs to roll. If you score 6 to 8 points, you get a small prize. 11-9 gets you a medium prize, and 15-12 gets you a large prize.
- SUCKER TREE PULL** There are 2 trees. One is for Dum Dum suckers and the other is for Charm Blow Pops. Children pull one sucker off the tree. If it is marked on the bottom they win a small prize.

**FOOTBALL THROW** You get 3 footballs to throw through the hole. If you put 1 through, you get a small prize. 2 through get a medium prize, and 3 through get you a large prize.

**SPONGE TOSS** You get 3 sponges. Fill a bucket with water. One child stands with their head in the sponge toss. Children in their line, toss the sponges at the person behind the sponge toss.

**BEAN BAG THROW** Children get 6 bean bags. They try to throw the bean bags into the designated holes. 5-6 beanbags in equals a large prize, 3-4 bags in equals a medium prize, 1-2 small prize.

**FALLING STARS** Children put 5 golf balls in holders. They turn the holder so the balls fall out. Once the balls have landed on the bottom, count the total number of points. 30-20 points = large prize, 19-10 stars = medium prize, 9-1 stars = small prize.



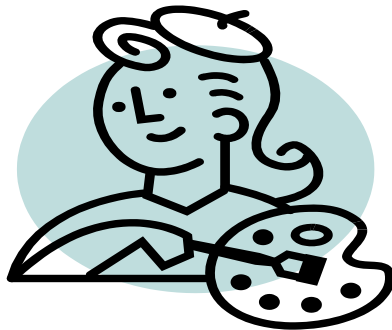
## CARNIVAL GAMES AND GUIDELINES

<u>Easy To Use Games</u>	<u># of Tickets</u>	<u>Prize Breakdown</u>	<u>Distribution Of throwing line</u>
Spin Prize	1	penny & 5 cent candy or small prizes	---
Bowling Game	3	15-12 Lg 11-9 Med 8-6-Sm	13 1/2 feet
Bumper Car	2	prize or candy	---
Crazy Bug	3	Fully on Med, partly on Small	---
Sucker Tree Pull	1 for Dum Dum 2 for Charm Pop	Sm prize if marked one is pulled *This is optional and strongly suggested!	
Face Painting	3	Improved looks	
Falling Stars	3	30-20 points= large prize 19-10 = medium prize 9-1 = small prize	
<b>GOOD CHOICE</b>			
Tic Tac Toe	3	Medium prize for 3 balls in a row	4 feet
7-11 Game	3	All 3 balls must be thrown & must have a spot in box. Score 7-Medium score 11-Large	4 1/2 feet
<b>DIFFICULT TO USE</b>			
RingToss	3	3 rings on Lg, 2 rings on Med, 1 ring on Small	7 feet
Frisbee Toss and Football Throw	3	3 through-Lg; 2-Med;1 Sm	12 1/2 feet
Sink It Game	3	4-5 in sink Lg; 3-2 Med; 1 Sm	4 feet
Bean Bag Throw	3	5-6 Lg; 3-4 Med; 2-1 Sm	10 feet and 12 feet
Over and Under	3	Score over 24-Lg; Score under 16 Med	---
Sponge Throw	3	satisfaction or revenge	10-12 feet

# Face Painting Sticks

- \*Use thin paint brush
- \*Dip in water
- \*Brush on paint stick
- \*Put on Face

When finished, please put stick back in bag!



## Large Lantern Directions

1. Pick out a picture for your lantern side
  - make sure the picture is not too difficult
2. Measure and cut your cardboard to be 36" x 48"
3. Measure a 3 inch border all the way around the lantern
4. Draw picture inside border
  - make sure all lines are touching something going to the outside
  - use the assistance of an opaque projector or an overhead if need be
5. Trace picture on cardboard with a thick marker to ensure the ease of cutting out the picture
6. Use matt knife and cut out around the lines
7. Paint the lines black
  - use black spray paint
8. Crepe paper the lantern
  - don't overlap crepe paper
  - use only one sheet of crepe paper for a large area
9. When glue dries carefully tear the extra crepe paper off

# Lantern Directions

## Small Lantern

1. Take two pieces of cardboard, and face the dull side out
2. Trace pattern, or draw picture onto cardboard
  - remember to leave about a 1 inch border
  - don't make the picture too difficult (small cut outs will be difficult)
  - write the child's name on the top of the dull side with a marker
3. Cut out pattern with mat knife
4. Crepe paper lantern
  - don't overlap crepe paper
  - use different colors
  - make sure to glue the crepe paper on the shiny side; not the dull side
5. Tear extra crepe paper off the back of the lantern
6. Cross the cardboard, and staple it together
7. Punch six to seven holes along all of the sides
  - make sure they are even
8. Fold all four sides up and lace them together with white string
  - make sure strings are long enough to tie at the top, but don't let them hang back into the lantern because they will catch on fire
- 460 Glue the candle holder into the bottom of the lantern
10. String lanterns onto the long sticks that were dropped off with your playground equipment

**\*\*\*ALL PLAYGROUNDS MUST HAVE AT LEAST TWENTY LANTERNS COMPLETED!!!**

**PLAYGROUND** \_\_\_\_\_

**LANTERN PARADE SIGN UP SHEET**

All boys and girls who plan to be in the lantern parade, sign up below.

<b>NAME (PLEASE PRINT CLEARLY)</b>	<b>AGE</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	

## Summer Playground Costume Day (Dress Up Show)

- \*Plan as a special activity.
- \*Contestants must be registered on a playground registration form before participating in the event.
- \*Leaders should wear special costumes for the occasion.
- \*If possible, winners will be photographed.

### ***Suggestions***

Best TV character  
Best storybook character  
Best cartoon character  
Best greaser or 50's character  
Best granny or grand-daddy  
Best ethnic costume  
Best punk rocker  
Best hobo  
Best boy dressed as a girl  
Best girl dressed as a boy  
Best character from past history  
Best famous person living in the present  
Best beauty queen

Best dressed to perform a certain activity:

Doctor	Athlete	Teacher	Engineer
Firefighter	Spy	Housewife	Detective
Police officer	Pirate	Sailor	Cowboy
Nurse	Gambler	Conductor	Rock star
Nun	Farmer	Pilot	Clown

### **Awards**

- \*First, Second, and Place award ribbons as a craft project on the playground earlier in the week.
- \*Certificates for honorable mention could also be made.
- \*Consider having participants "parade" through the neighborhood.



## PET PARADE

### Categories : Living and Non-living

1. Largest
2. Smallest
3. Fattest
4. Skinniest
5. Most round
6. Longest
7. Fuzziest
8. Prettiest
9. Lightest color
10. Darkest color
11. Oldest
12. Youngest
13. Funniest
14. Most sad looking
15. Shortest tail
16. Longest tail
17. Shortest legs
18. Longest legs
19. Lightest weight
20. Heaviest
21. Cuddliest
22. Largest fins or ears
23. Smallest fins or ears
24. Tallest
25. Best looking
26. Shortest
27. Smallest eyes
28. Biggest eyes
29. Most jumpy
30. Built closest to the ground
31. Fastest
32. Slowest
33. Smallest head
34. Largest head
35. Cleanest
36. Dirtiest
37. Loudest noise or bark
38. Softest
39. Biggest feet
40. Smallest feet
41. Most squirmy
42. Looks most like owner
43. Looks least like owner
44. Looks best wet
45. Looks best dry
46. Biggest teeth
47. Smallest teeth
48. Friendliest
49. Meanest
- 50.

# Game Teaching

## Game Teaching-The Techniques

There are twelve factors that influence successful game teaching. These factors can and often do vary in importance from game to game. It cannot be stated strong enough, however, that a firm understanding and regard for these factors can enhance effective game teaching ability.

### 1.)Know the Game

Don't be fooled by the apparent simplicity of a game. Be familiar with the rules and details. The best way to be familiar with a game is to play it and to play it more than once.

### 2.)Know the type and size of the game area

Structure the play area so that it will be fun and safe. Stop the game to change the size of the play space if it will improve the "flow" of the game.

### 3.)Have a positive and enthusiastic attitude

People want to have fun and they like to play. Take charge of the game and show enthusiasm. Throw your energy into the game. It will make everyone else want to play harder.

### 4.)Organize the group

Get the group into the formation of the game before stating the rules. Give organizational commands, "When I say "GO", I want everyone to form a circle around me. "Ready, GO". If there are teams to select, divide them quickly using a creative method.

### 5.)Have the equipment ready and in playable shape

Make sure there is adequate equipment for all players or groups. It may be necessary to check over a game site before playing or to arrive early. Do not come up short! It is not fair to the players and is reflective on the leader.

### 6.)Give brief instructions

The game should start as quickly as possible. Do not give elaborate instructions. Questions can be answered during the demonstration.

### 7.)Always demonstrate the game

Remember to talk less and demonstrate more. The game should be demonstrated until the players have a basic understanding of the game. Make it clear that the demonstration does not count as being part of the game (for scoring, etc.). It may also be necessary to demonstrate a game in slow motion, or one part at a time. This is a good time to answer questions.

### 8.)Project your voice

Position yourself so all of the players can see and hear you. Rotate and repeat rules when in standing in a circle. Encourage players to speak up when they have a question. Use a visible sign to get attention or to gain quiet (hold a fist high in the air). Use your voice to keep control.

### 9.)Establish the rules, don't tell the players how to play the game

If you violate this technique, you will deprive the players of the very reason for playing, i.e. individual discovery and problem solving. Be aware that some games play best with certain levels or with specific numbers of players or with specialized equipment or at designated time of the year. Some of the games work all of the time. Key considerations are the game cooperativeness, collective score potential and the ability of the leader to lead.

### **10.) Change the rules if necessary**

Play games that work. Be aware of IT POWER. The purpose of play is to establish an environment that is fun and comfortable for all participants. If a game is not working, change elements of the activity to decrease those aspects of the game which are preventing a game flow. Remember, "There's no such thing as a new game, its just the old ones played differently." Always remember to play safely.

### **11.) Play the game yourself**

Become a player in the game, but never relinquish voice control. Re-introduce yourself as the leader if a problem arises. Playing the game gives you a better feel for what the players are experiencing and allows a basis for improving some aspects of the game. Besides, it's more fun to play and it increases your game repertoire.

### **12.) End a game near its highest point of excitement**

Remember the lesson of game flow and the proper use of IT POWER. Let the players know how much time will be spent playing a particular game or when a game will be over. In the case of games with scoring, this will allow adequate time for players to get to a peak or to plan one more opportunity to score. Learning to identify when a game peaks takes practice.

## **Creative Game And Play Matrix**

This is a creative game teaching and playing techniques based on the notion of forcing associations among and between game related elements. Six categories are identified and given specific information. A random selection of an element in each category results in a potential creative game experience. Groups of players undertake the challenge of cooperatively creating a game from the random information.

The matrix presented to you offers the possibility of 2,985,984 different combinations of games. Each of the six categories contains twelve elements. To use the matrix, a number can be assigned to each of the 12 elements per category. An individual or a cooperative group selects a number (from 1-12) for each of the categories. A number is selected six time (once for each category). These elements then become the specific information for a game to be created. The six categories used in this matrix and how they are to be used are explained below:

### **Places to play**

Twelve places that games may be played are presented. Once an area is selected or assigned, a game must be created using that play space. This play space may be real or imaginary. Dimensions, boundaries, type of surface, etc. and other considerations are left to the game designers. The place to play area that is selected can be used for the entire game or may be used only as part of the game. An attempt should be made, however, to incorporate this play area into the game format.

### **Equipment**

Twelve different items of equipment are presented. Once an item is selected, the game must incorporate that item into the game either as primary or secondary equipment. Other items may be included by the game creators.

## **Purpose**

Twelve different purposes or objectives are presented. Once a purpose is determined, the game creators must design a game utilizing this desired outcome.

## **Movement**

Twelve different movements or movement presented. Once a specific movement is selected, a games must be created using that movement within the game process. This movement may be the primary movement within the game or may be used for only a small portion of the game.

## **Organization**

Twelve different organizational formations are presented. These formations indicated the pattern that is recommended for the players to be in to start the game.

## **End**

Twelve different endings for games are presented. The game created must end using the selected ending.

## **How it Works**

Suppose the following sections were made: Place to play-next to a wall; equipment flags; Purpose-learn middle names; Movement-baby steps; Organization-toe-to-toe, and End-when everyone had been a leader. A cooperative group (or individual) takes the information and attempts to create a game. Effective game teaching techniques and the use of IT power should be emphasized. The game created in this scenario will be played near a wall using flags. Players will line-up toe-to-toe and will move around the play area taking baby steps. The game is over when everyone has been the leader. At this time, the middle names of the players should be known.

## **Methods to pick teams or partners**

In order to create a safe and supportive play environment, it is important that players and game leaders use methods for forming groups and for partner selection that allow players to feel non-threatened and not left out. Choosing "captains" and "counting off by numbers" may have had their place in history, but they have no place in our book. We believe that choosing partners and getting into a group should be fun, creative and in some cases a game all by itself.

There are hundreds of partner picking or team picking possibilities. There is no one method that should be used all of the time as there is no one method that will work all of the time. Pick partners and groups by trial and error. Most of all, don't be overly concerned about who is with whom. The result of a game is never as important as playing the game. To get you started in a positive direction, we have listed a number of ways for you to have your players form teams and/or select partners. We encourage you, however, to invent your own.

Raise your fist in the air. Hold up one or two fingers. People with one finger up, team one; people with two fingers up, team two.

Close your eyes. Stand on your left or right foot.

Cross your arms. Left arm on top, team one; right arm on top, team two.

Favorite dessert: chocolate pudding and whipped cream or apple pie and ice cream.

Whisper cow and duck in each players' ear. Have each player make the appropriate sound and have all cows and all ducks locate each other.

Whisper "Twinkle, Twinkle Little Star" or "Happy Birthday to You" in each player's ear. Have each player hum the appropriate tune and have all players find all of the other players humming the same tune.

Interlock fingers and thumbs of both hands. Left thumb on top, team one; right thumb on top, team two.

Favorite sport: biking or skiing

Close your eyes. Open one eye. Left eye open, team one; right eye open, team two.

Think about swimming. All players who have swum in an ocean, team one; never swum in an ocean, team two.

Rock, paper, scissors (demo). Close your eyes. All players make a paper or a scissors. Paper, team one; scissors, team two.

Month you were born. January through June, team one; July through December, team two.

Number of children in the family: oldest on one team. Youngest on the other. Middle children divided by being next oldest or next youngest. Exact middle children are placed where needed.

A dream vacation. Camping and site-seeing in pristine wilderness or swimming and relaxing on a sandy beach.

Close your eyes. Place your left hand or right hand in the air

Your favorite soft drink: Coke or Pepsi

Long or painted fingernails verses trimmed or unpainted nails.

Your favorite pet; dog or cat

Type of TV show that is preferred; comedy or a drama

Preferred holiday: Christmas or any other

## CREATIVE GAME

Place to Play	Equipment	Purpose
Volleyball court	Bean bags	Learn middle names
Gym mats	4-8 cones	Untie someone's shoe
Basketball court	Hula hoops	Learn birthdays
Grassy or carpet area	Tennis shoes	To get everyone caught
Side of a hill	Nerf balls	Create a new dance
Under a gym mat	Flags	Make up a story
Next to a wall	Roll of toilet paper	Everyone must get a partner
Around a tree	Paper bags	Play without talking
Playground	Rope or string	For everyone to play on one team
Gym floor	Balloons	To make funny noises
In a corner	Frisbees or rings	Recall childhood memories
Around an object	Markers	Make things rhyme

## And Play Matrix

Movement	Organization	End
Skipping	Sitting in a circle	When someone says the magic word
Walk backward	Toe to toe	When you reach #10
Side shuffle	Straight line-tallest to shortest	When an object is found
Dance step	Kneeling in a circle	When everyone is sitting down
Slow motion walk	Scattering throughout play area	When music stops
Piggy back riding	Everyone holds hands	When everyone has been IT
Baby steps	Standing in a circle	When everyone is captured
Marching	Scatter-toe-to-toe	When everyone knows the answer
Walking stiff legged	Line by birthdays-Jan to Dec	When the light goes "on" or "off"
Galloping	Lock elbows with a partner	When whistle or bell sounds
Hop, skip, and jump	Link pinkies with 5 players	When someone goes to the bathroom
Running	Back-to back	When everyone has been the leader

# TRADITIONAL SUMMER PLAYGROUND CRAFTS

## RUBBING

**Equipment:** Crayons, paper and three dimensional objects that will produce good imprints, leaves, bark, pennies, coins, book covers, feathers, etc.

**Directions:** Place a piece of paper over the object (penny), rub the edge of a crayon or pencil over the paper so that the penny imprint is made on the paper. Do this for all sorts of objects, then these may be combined in a collage or whatever.

## TIE-DYING

**Materials:** large cans, strings or rubber bands, cloth dye, old material, T-shirt, socks, etc. to be dyed.

**Directions:** Tie dying is done by gathering together a piece of material typing and/or wrapping string around different sections of it. The wrapped areas do not get dyed and so designs are left in the material. Once the dyed material is dried, remove the strings and use for wall hangings, scarves, head bands, t-shirts, etc.

## PAPER PLATE PUPPETS

**Equipment:** Two paper plates, staples, pain, crayons, yarn and paper

**Directions:** Staple rims of two plates together forming hollow pocket in between. Cut away a section from lower edge of one plate in order for hand to slide in so plates may be worn as a mit. On back of uncut plate make a face using paint, paper, or crayons. Yarn or curled paper for a beard or mustache, add ears, a hat, glasses, and etc. Make animals too. Paper cups make nice noses and eyes.

## CRAYON AND TEMPRA SCRATCH

**Equipment:** Pin or nail, tempera paint, crayons (bright colors only), white paper

**Directions:** 1. Crayon-in one inch squares, not too heavy over entire sheet. 2. Cover with tempera paint. 3. When tempera had dried to a tackiness, take a pin or nail and scratch out your design.

## PAPER PLATE WALL POCKET:

**Equipment:** Paper plates, (1 ½ in), paper punch, paint brushes, yarn

**Directions:** 1. Cut one plate in half. 2. Color inside of paper plate. Decorate outside bottom half. 3. Hold half plate to whole plate and punch 5 holes. 4. Lace plates together with yarn. 5. Punch two holes in top of hanging or hang it using a pop pushed and bent together though a slit in the top.

## PAPER PLATE MASKS:

**Equipment:** Paper bags, construction paper, string, other things to decorate with

**Directions:** cut out eyes, nose, mouth using your face as a pattern. Decorate, fringe edges, color, etc. Put string through holes in side of mask to tie mask on. Paper bags and construction paper may also be used.

## DECORATING STONES:

**Equipment:** Smooth round stones, picked up on walks from home, paint brushes, bar of soap, imagination (stones may also be glued together to make figures)

**Directions:** Decorate the stones in any manner. Paint will stick to stone if wet brush is rubbed frequently over bar of soap while painting, although this is not always necessary.

## FISH MOBILES:

**Equipment:** Coat hangers, construction paper, thread, scissors, paper punch

**Directions:** bend horizontal bar of hanger down to desired shape. Cut various kinds of fish, shapes or other animals, etc out of paper, punch holes in top, thread and hang four corners of hanger.

### **JUNK COLLAGES:**

Collage is by definition, composed of anything, that can be staples, glued, pasted or otherwise fastened to a flat surface.

**Equipment:** Anything (junk)

**Directions:** Arrange and rearrange anything in any matter that you see fit. Then glue. Try different colors, shapes, textures and designs. Use nuts, seeds, paper, grass, staples, tack, magazine (ads), etc. Anything found on the way to the playground. A very useful and creative art technique.

### **DECORATED CANS, BOTTLES**

**Materials:** Tin cans or bottles, yarn (assorted color), glue

**Directions:** Glue yarn of different colors to bottle in interesting patterns.

### **PAINTED SAND BOTTLES**

**Materials:** Glue, sand, tempera paint, bottles, cans

**Directions:** Cover bottle with glue, dip in sand. When dry, paint creatively.

### **PAPER BAG PUPPETS**

**Materials:** Crayons, lunch bags, felt, scissors, pie cleaners, yarn

**Directions:** Fold bag flat. Put face of puppet on the bottom of the bag. Attach floppy ears, antennas, or hair.

### **FELT BOOK MARKERS**

**Materials:** Felt scraps, yarn, scissors, glue, markers

**Directions:** Cut one rectangular piece of felt. Use other scraps of felt and markers to decorate. Attach cut yarn pieces to bottom of marker for fridge.

### **PIN WHEEL**

**Materials:** 5" square of paper, straight pin, pencil, scissors

**Directions:** on a 5" square of paper, draw diagonals from corner to corner. Cut on line to within  $\frac{3}{4}$ " of center. Pin corner to center with a small square and corners and push it in a pencil eraser. Decorate the pin wheels and take them out in the wind.

### **PAPER CALENDARS**

**Materials:** 12 sheets of paper or 6 half sheets, crayons, pencils, markers, yarn, old felt scraps, paper punch

**Directions:** Make your own personal calendar. Put in the days, months and holidays. Be creative. Punch two holes in the upper corners of the paper and string yarn through so you can hang the finished products at home.

### **PEANUT IN THE CUP**

**Materials:** Drinking straw, pencil or straight stick, peanut, glue, yarn and one small Dixie cup

**Directions:** Poke a hole in the bottom of the cup. Tie a knot in one end of a piece of yarn or string. Pull the other end through the cup bottom. Tie the end of yarn that has no knot around the middle of the peanut. Glue the straw into the side of the cup. Use this as the handle. Let it dry and see how many times you can get the peanut into the cup.

### **FINGERPRINT PAINTINGS**

**Materials:** Poster paints, white paper, crayons, and clean up water

**Directions:** Have child put their thumb onto the paper. They don't need a lot of paint. When the paint dries they can add legs, arms, feet...to the thumb paint.

### **CRAFT STICK PROJECTS**

**Materials:** glue, craft sticks

**Projects that you can make:** tray, basket, box, house, birdhouse, frame, sculpture, trivet, log cabin, God's eyes

**Directions:** Glue sticks together with white glue. Let dry before you move it. Do not glue to table. Shellac it at home.

### **PAPER PEOPLE**

**Materials:** Pencil, paper, scissors, crayons

**Directions:** Fold a long strip of paper in half, in half again and so forth, until the strip is half its height or thinner and start cutting. (The people can be drawn with pencil first before cutting) When kids are cutting be sure to have them keep the hands and/or feet attached to the sides of the paper where the folds are. The people can be colored with crayons. For variety, kids can paste a string with outer hands attached to form a circle of dancers.

### **SEED MOSAIC**

**Materials:** Seeds and nuts of all kinds (beans, cantaloupe seeds, pine cones, watermelon, rice, etc), glue

**Directions:** Have youngsters bring in seeds, or get them from the Rec Dept. Fry them and place them in a "seed bank" for everyone's use. Draw science and nature topics such as birds, tree, butterflies, and fish. Fill in picture by gluing on seeds of various sizes and colors. Finished picture may be coated with shellac for preservation.

### **CARDBOARD SUNGLASSES**

**Materials:** cardboard, cellophane, glue, scissors, crayons

**Directions:** Draw shape of sunglasses on a piece of cardboard, cut out. Cut 2 round circles of cellophane. Glue cellophane onto back of glasses. Trim. Decorate.

### **SPONGE PAINTING**

**Materials:** Paint, paint tins or dishes, small scrap sponges, white paper, newspaper to cover work area, clean up supplies

**Directions:** Dip small sponges into paint dish, and press the sponge onto the paper to make neat designs. Use more than one color and type of sponge if possible.

### **PAPER PLATE ANIMALS**

**Materials:** Paper plates, crayons, material scraps, paper cups for noses, glue

**Directions:** Make all kinds of animal faces using plates. Draw eyes, add ears, use cups for the nose, tree twigs for antlers. Pigs, deer, elephants, bear...

### **DOOR STOPS**

**Materials:** bricks or brick size rocks, acrylic paints, brushes, and clean up supplies

**Directions:** Paint the bricks any way that you would like.

### **MARBLE PAINTING**

**Materials:** Small marbles, paint, paint dishes, soda flat box, rag and water for clean up, 8x11 paper

**Directions:** Put the sheet into the soda flat box. Dip a marble into a paint dish. Put the painted marble into the box and grab the sides of the box with both hands and move the marble around inside the box. When the marble is rolling around the paint will come off onto the paper making a very strange design.