

SUGGESTIONS FOR PROGRAM

SUMMER RECREATION



NORTHWEST TERRITORIES

(By E.J. Duggan)

EDUCATION DIVISION
Northern Affairs & National Resources

FOREWARD

This outline of summer recreation activities for use in N.W.T. communities was prepared by Mr. E.J. Duggan, Community Teacher at Fort Smith. As the need for a recreation program exists in all Northern settlements, we hope this material will be of use to teachers, adults, and student leaders, who are interested in carrying on this type of community work.

A handwritten signature in cursive script that reads "J. V. Jacobson". The signature is fluid and elegant, with a long, sweeping underline.

J.V. Jacobson,
Chief Superintendent of Education.

Ottawa,
July, 1959.

FORT SMITH PLAYGROUND PROGRAMME

JULY AND AUGUST 1958

INTRODUCTION

Here in Fort Smith during the summer months, as is the case in many northern settlements, there is little for children to do when left to their own devices. Many children leave town during this period; for those remaining, the community is sadly lacking in any type of recreational facilities.



THE SWIMMING HOLE AT FORT SIMPSON

About 4 years ago, there were 10 automobiles in our town. Today, especially during the summer months, with construction work in full swing our streets are filled with vehicles of all types. Many of the children are still not conditioned to the fact that these same streets, where they once played in comparative safety, are now very dangerous.

Another problem is the summer heat. At this time the near-by river is so inviting, but it can be a veritable death-trap to anyone caught in the rapids. Last summer we lost one boy to this menace, and very nearly lost another. This boy's death was but another in a long list of drownings at this spot.

Many of our young boys find themselves in trouble with the R.C.M.P. when no other outlet is available for their pent-up energies.

There are no playground facilities available in town, except those on the school property, and they were without adequate playground equipment such as swings and slides, and completely without trees or grass. In a word, we have no park.

With these and other problems in mind, we started into the operation of a summer playground programme.

There were four teachers available: Miss Dubee, Miss Wetterlund, Mr. Paskell, and myself. From what I could estimate, there were about 120 children from which to draw. We averaged about 40 per day, during our best weeks. This figure is quite good, considering this was the first summer that an all-day program had been in operation. We found that attendance was heavier during the afternoons when our soft ball league games were played. (The league was already an established summer program.) This figure was also influenced by the fact that many of the children were in the habit of sleeping late. These ranged in age from five to sixteen years of age.

The younger children were supervised by Miss Dubee and Miss Wetterlund, and the older groups by the two men. I would like to say at this point, that I have never worked with a more able and willing group of supervisors.

We first made an overall plan. Needless to say we did not strictly adhere to this schedule; many unforeseen factors, such as rain, make it necessary for a program to be very flexible; it is also necessary for the planner to always have an alternate plan available. The program we tried to carry out was as follows:

DAILY PROGRAMME ACTIVITIES

TIME A.M.	5 - 8 years	9 - 12 years	13 - 16 years
9.00 - 9.15	Inspect playground equipment for safety hazards, check safety zones around swings, give out equipment		
9.15 - 9.45	Low organized games	Low organized games	Sports variations, Skill games
9.45 - 10.30	Active Group Games	Active Team Games Non-schedule	Active Team Games Non-schedule
11.00 - 11.45	Arts & Crafts (simple) Sandbox play, Dramatization, Puppet Shows, etc...	Combative Stunts Arts & Crafts Folk Dancing, etc...	Combative Stunts Arts & Crafts Folk Dancing, etc...
11.45 - 12.00	Clear equipment for noon hour.....		
1.30 - 1.45 p.m.	Prepare for afternoon programme.....		
1.45 - 2.15	Story telling Supervised free play Quiet games Special events	Pick-up games, Sports variations, Story telling	Sports variations, Team practice

TIME A.M.	5 - 8 years	9 - 12 years	13 - 16 years
2.45 - 3.30	Singing games Stunts Free play Special events	League games or Special events	League games or Special events

TERMS USED ON TIME TABLE

<u>Low Organized Games</u>	- Dodgeball, Snatch, Red Light, Pom Pom, Pull-away, relay races, circle games
<u>Sports Variations</u>	- A substitute for the real thing, modified to cope with a situation where there are insufficient players, etc...Basketball drills, Scrub Softball, Borden ball, Touch Rugby.
<u>Active Group Games</u>	- Stealing Sticks, Captive Ball, Three Halves & Three Wholes.
<u>Active Team Games</u>	- Volleyball, Soccer, Softball, Basketball
<u>Arts & Crafts</u>	- Correlated with special events or with story telling - costume, posters,
<u>Supervised Free Play</u>	- Swings, Quoits, Croquet
<u>Quiet Games</u>	- Fishing, I Spy, Dog and Bone, Simon Says
<u>Combative Stunts</u>	- Elbow struggle, hand wrestle, Tug-o-War
<u>Singing Games</u>	- Here I sit a sewing, Looby-loo, As I was walking, Go in and out the window.
<u>League Games</u>	- Softball, Volleyball
<u>Special Events</u>	- Field trips, Fashion Show, Carinval, Circus, Play Day, Kite Day

Each week will have a special theme and all our Story Telling, Arts and Crafts Dramatization will be directed towards that end.

Themes: - Baseball Week, Circus Week, Carnival Week

Though we lacked sufficient swings, and slides, we were well blessed with other equipment, balls of all types, baseball equipment, craft supplies, We found that by constant checking and supervision, very little of this equipment was lost or needlessly damaged.



FUN ON THE TEETER TOTTER
ARCTIC RED RIVER

One major obstacle was the children's poor sportmanship. We found that the moment they made a mistake, or a decision went against them they would fly into a rage, walk off in disgust, or both. This could be due to a fear of failure. It was more noticeable in the boys from nine to sixteen years of age, in any competitive situation. On many occasions, it taxed the patience, and eloquence of the supervisors.

Another problem we faced, for which there was very little cure, was the fact that we had to operate our program on school grounds which were not central in location. Linked with this was the fact that we were teachers who had taught these same children through a long, hard winter. They were tired of us and of seeing that school every morning, five days a week.



HEY! HEY! WATCH ME!
ARCTIC RED RIVER

In the future, we would like to operate this program in a real park, with trees and grass, with swings and slides, with a wading pool, and just maybe, a real honest-to-goodness swimming pool.

This program would be planned and operated by teen-age leader under the supervision and guidance of teacher. These leaders would be suitable boys and girls between the ages of fourteen and eighteen. They would be trained in advance, by the teachers, perhaps even sent to Red Deer or to a comparable course, for further training. Of course, they would have to be paid.

Why use and pay teen-agers when we have teachers available who are already being paid will be the immediate cry. In reply there are a great number of reasons.

To begin with, it has been my impression, on the playgrounds where I have worked, that teachers in most cases, do not make good leaders. They are used to the controlled classroom situation, rather than the more casual, fun-producing relationship of the playground. Their mental and emotional conditions, after a year of teaching, are such that they often rebel at the mere thought of children in such wild disorder. The children just love it! On the other hand, they make excellent supervisors, drawing on their storehouse of knowledge, when they are separated from the children by a junior leader.



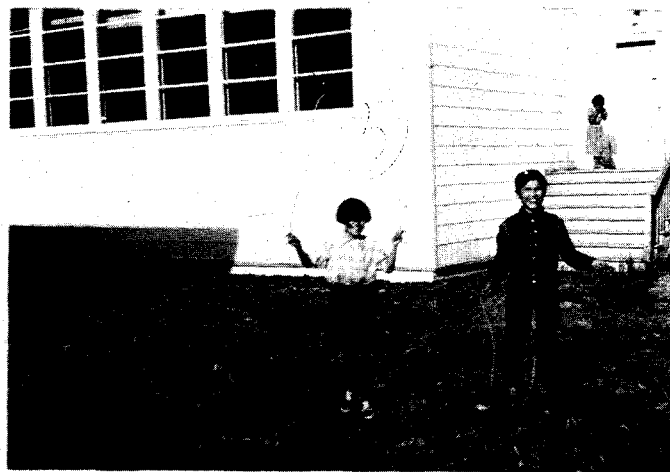
READY FOR THE STRIKE
ARCTIC RED RIVER

From the child's point of view, he came here to play, not to look at the same old face he has been looking at for the past 190 days or so.

From the teen-age leader's point of view, here is an excellent chance to spend the summer outdoors, in healthy pleasant surroundings, and make some money into the bargain. With this incentive he will work hard to do a good job. He has no complexes like the poor old teachers; he is still young enough to enjoy this sort of thing.

From the administrator's point of view, we get a well-run program and the children are happy. The program produces good sound healthy attitudes and develops necessary physical skills. The junior leader derives a sound training in leadership, a sense of responsibility. He stays out of the trouble in which he might have been involved if he had failed to get a job elsewhere.

Last, but not least, the poor teacher is given a sufficient chance to ready his mental and emotional faculties, for another assault on education the following year.



SKIPPING TIME
FORT MCPHERSON

- Do you need further reasons? -

In conjunction with this program, we would like to see a day-camp or an over-night camp set up at Pine Lake where the children could be taken in groups, for a week or two at a time, and be given such things as woodcraft, swimming instructions, canoeing, and just a chance to get away from their homes, which in most cases are poor and drab. Here again we would use the teacher - supervisor, teen-age leader system.

SUGGESTIONS FOR PLANNING THE RECREATION PROGRAMME

PURPOSE OF RECREATION

The chief aim of any recreation programme is to provide enjoyment for those taking part.

MAIN POINTS TO KEEP IN MIND

a. General Points

- ages of children to be served
- sex of children to be served
- facilities and equipment on hand, or the lack thereof.
- time of day, temperature, weather
- arrangement of activities; these should progress in difficulty
- hours of work, general policy, opening and closing time



SQUARE DANCING
PANGNIRTUNG

b. Needs of the Child

- companionship
- security
- adventure
- achievement
- recognition
- self expression
- safe expenditure of energy

c. Balance of Activities (the key to success)

- playing with watching
- group activity with individual play
- active games with quiet ones
- instruction in shells with free play

SUGGESTIONS IN TEACHING GAMES

The first games selected should be ones familiar to the children. Teach these after you have established a point of contact with the children. As interest wanes, add new games. The most benefit is derived from games that the children know thoroughly.



ON YOUR MARKS!
INUUVIK

Approach the game period in a spirit of play. Unless you love to play games and can understand children's motives for play, you cannot be a successful leader in games. Play with them. It will not lessen your dignity or decrease your influence. Rather it will increase your prestige with the children.

In teaching a new game it is best to make a complete explanation of it before taking them out to play it. Diagrams on the board, or a few pupils going through the motions of the game slowly, help the children to get the general idea of the game.

If the players seem to lack interest it is usually because there are too many taking part. Each child does not participate often enough and he becomes disinterested in it. A game without interest to the player loses all its value as a recreation. Often interest can be secured by dividing the group into two small groups.

A whistle is a great help in securing attention and order, and in giving signals in games. This will save the voice from undue strain.

Encourage the timid and backward children to participate. This will require all the tact and sympathetic understanding of the teacher. The timid child needs the value derived from the games more than any others.

It is equally essential that the selfish or most capable child does not monopolize the play. Again, this will require tact and sympathy on the part of the teacher.

Every game should be a sense-training lesson. Hence, encourage each child to be alert to see when it is his turn to play and to do it quickly. Also, encourage the child to be expert in dodging and turning and in doing the unexpected in chasing games.

Teach the child to bear a few knocks, bruises and tumbles without crying or complaining. Physical hardihood is an excellent trait to be derived from games. Do not "baby" a child when injured. Dress its injuries if needed, if not needed, get him back into the game and he will soon forget it.

It is important that children be taught to play to win. They should play with all their might to win. However, along with this a sense of honour and fair play should be cultivated. The value to be emphasized is the amount of effort put forth to win.



N.W.T. OLYMPICS CHAMP
FORT SIMPSON

LEADERSHIP

Good Games Leadership on your playground is as sunshine is to your garden. Watch the faces lift up and spirits respond to the warm friendliness and natural enthusiasm of a good games leader. This reaction from every individual in your games group may seem like a nearly impossible task for one person to achieve from a variety of different young personalities which comprise every play group. However, this can be achieved by anyone possessed with a genuine kindness to young people and an interest in their welfare. Other requirements to be acquired are the interesting study of the techniques of games leadership and an understanding of persons to whom it will be applied. However, games and contests afford frequent situations which can develop either desirable character traits or skill in cheating. Your leadership is the factor that determines whether disregard for the rules is practised or the spirit of right conduct and fair play is taught. You, as a games leader, are a teacher of lessons in living.

For conducting games a leader must radiate certain qualities in order to put the programme across most effectively. These may be listed under two headings - Personal Qualities and Skills.

PERSONAL QUALITIES

- energy and enthusiasm
- patience and understanding
- fair mindedness and impartiality
- desire to see children enjoy themselves
- conviction that the child is more important than the game
- ability to handle groups
- dependability
- good health

SKILLS

- a knowledge of basic games and their adaptations
- teaching ability
- a good sense of judgment for quick decisions
- a discernment of social, physical and other values
- a knowledge of the relationship of games to other activities
- an understanding of the abilities and interests of the different age groups.

An important principle a games leader should teach continually in his games programme is the philosophy of playing for the game's sake. Although the winner must be recognized, it should not be at the lasting expense of the loser, while the very act of having played is an enjoyment which can be shared equally by everyone.

TYPES OF GAMES

Games come in many forms and in their entirety embrace a wide variety of good mental and physical teachings and experiences, effective in moulding good social attitudes, desirable personality, strength of mind and limb and other essential qualities of good citizenship. Games may be divided into four types, each offering certain values for the over-all development of the participants. A wise leader should understand the characteristics of these different types of games and include in his playground programme a flavouring of each. In this way, variety and a refreshing change of pace is offered to rejuvenate the interest. Types of games may be classified as follows:



OKAY, BOY, RIGHT IN HERE!
INUVIK DODGERS 1958

Sports Variations - This is the type of game which might be played as a substitute for the real thing, modified to cope with a situation where there are insufficient players for full teams or when space and facilities are inadequate for the proper game. Volleyball and Basketball drills and Scrub Softball are some examples; Borden Ball, Touch Rugby and Soccer, Baseball are some others. These may be employed as a deliberate deviation from the real thing for variety. Many of the above, and there are others, can be useful in practising fundamental skills to improve the ability at the real thing. These are most popular with the older boys and girls, although certain ones are easily adapted to suit the younger set.

Quiet Games - We are all aware that "quiet games" have an important part in our games activities. Quiet games are good for the mental and moral senses. Children develop good social conduct effectively through this type of game. They are relaxing and provide occasions for children to overcome self-consciousness. It is a great pleasure to the group if the leader participates in this type of game, which may be used during the heat of the day or as a medium of quietening down before dispersing from the playground. Quiet games are received by all ages and the kind of games selected should be considerate of the age group in every instance. Games under this heading would include guessing games, charades, games of observation, forfeits, puzzles.

Active Games of Low Organization - As the title suggests these are first of all active, simple to explain and require little or no equipment. Examples of these games are Dodgeball, Bombardment, Snatch, Red Light, Pom Pom Pull-away, relay races and many circle games. A great selection of this type of game is available and popular with all ages. Many games will accommodate small or large numbers. The entire group may be divided into smaller groups and Junior Leaders placed in charge once a game has been taught.

Combative Contests and Stunts - Combative contests should be encouraged as they satisfy the desire to compete in actual physical contact with an opponent. They may be engaged in by two individuals or teams. They are composed of simple activities like pushing, pulling, lifting and balancing. These may include such contests as elbow struggle, hand wrestle, chain tug-o-war, king of the mat. They develop strength and ruggedness. Individuals and teams should be carefully matched in size and weight and should be supervised closely to avoid injuries.

SPECIAL EVENTS

Playground "Special Events" are activities which are held from time to time and supplement the regular routine activities. Some Special Events such as wiener roast, treasure hunt and picnics are unrelated to the regular playground activities. Others like the circus, closing festival, and hobby show are built around them and provide an objective toward which activities may be directed; they demonstrate the results accomplished throughout the playground programme. Listed below are a number of playground Special Events examples:

Baby Show
Band concert
Baseball Field Day
Circus
Father-and-Son-Party

Pet Show
Playground birthday party
Treasure Hunt
Trips (to beach or pool for swimming)
Trips (to parks, zoo, industry or historical places)

CONTESTS AND TOURNAMENTS

Closely allied with the "Special Events" are "Contests and Tournaments" which are organized around many of the regular routine activities. Sometimes contests or tournament finals are the main features of special days. A partial list of these activities follows:

Archery
Clock golf
Hopscotch
Ring toss
Shuffleboard

SPECIAL WEEKS

In some communities playground programmes are planned around a special idea or feature each week during the season. Where this is done, many parts of the programme are related to this particular feature for the week. Some themes adapted for "Special Weeks" are:

Athletic (sports)
Circus
Handcraft
Health
Music

CHARACTERISTICS OF DIFFERENT AGES

One of the first considerations in planning and conducting a games programme is to know the play characteristics of children at different ages. No lengthy attempt has been made here to associate certain games with specific age groups as a great many games may be enjoyed by all ages. It is important, however, that the leader vary his style of instruction and emphasis to suit the play interest of the particular age group he is directing. A leader may dwell on certain aspects of a game in its introduction and actually participate, with a certain age group, while serving another age range with the same game, certain points can be assumed and the leader adopt the role of an understanding official. Because of the wide standards of development found in different children, the following age characteristics may overlap; a leader should, however, become well acquainted with the characteristics most common to different stages of children's development.

These may be classified into 3 general groups:-

Juniors (under 8 years of age)

- primarily individualistic
- rapid physical growth
- imitative play
- likes equipment

- needs admiration and attention
- begins to "follow the leader"
(at about 5 years of age)
- shows creative expression (with costumes and "props")
- likes reading aloud
- singing and rhythm play
- asks "why" to keep you going
- has short interest span

Intermediates (8 to 11 years of age)

- enjoys competition
- realizes the purpose and joy of play
- begins to choose friends (small gangs)
- likes to be alone at times
- takes an interest in skill activities
- likes new ideas
- segregation of boys & girls begins
- distinguishes between real and imaginary
- asks "why" and "how" to learn
- has longer interest span

Seniors (12 years of age and upward)

- team spirit develops (acceptance by the group)
- likes to be in on the planning
- mental activities popular
- wants to be taken seriously
- anxious to develop leadership abilities (personal importance)
- sexes definitely segregated
- lack of emotional stability
- occasional lapses in physical co-ordination due to growth spurts.

VARIETY IMPORTANT

To maintain interest and provide complete enjoyment, your games programme must feature variety. An entire games period can be jeopardized as a result of one game or one type of game being literally worked to death. Games leader should be constantly alert for signs of restlessness or disinterest on the part of participants and can actually predetermine their needs through understanding and experience. This is particularly important in games which have no standard objective or halting-point, e.g. Crows and Cranes, Three and In, or the variety of tag activities. Change will not be resented, providing the transition is smooth and the new activity offers fresh and interesting adventure.

GAMES ARE FLEXIBLE

A versatile leader with a sound knowledge of games procedure may adapt numerous basic games to provide new twists to his programme and may actually invent new versions of known games. Some ways this may be done are by changing -

1. The method of locomotion (walk, run, hop)
2. The kind of equipment (1 ball, 2 balls, sticks)
3. The formation (pairs, teams, standing, sitting)

Appreciation of the flexibility of games is particularly useful in the case of, for example, the standard game calling for 20 players and only 12 are available; or vice versa, or the space or type of surface the group is restricted to is not ideal for the regular style of play. The originality of a new or remodelled game can be a source of pride to your playground group, especially if they should share in its invention.

HANDLING OF CERTAIN INDIVIDUALS

Remember, there are deeply-rooted reasons behind their every action and they think they are doing what is right.

1. The Sulker
 - make him feel useful
 - encourage him in the things he does well
 - praise him when praise is due
2. The Shy Violet
 - make him feel important
 - encourage him to demonstrate his skills
 - discourage others from criticizing his efforts
3. The Bully
 - give him recognition and a taste of success, as he probably feels insecure
 - guide his energy into useful channels
 - try to avoid fighting him - win him over
4. The Hand-Holder
 - he needs affection and attention
 - see that he is well acquainted with others
 - a kind word at the right moment will make you his friend, and make him responsive to your efforts.

STANDARD ACTIVE GAMES AND SPORTS EQUIPMENT

Softball bats, balls bases, catcher's gloves & masks	
Soccer and Rugby balls	Tether Ball sets
Basket balls, Volley balls	Ring Tennis sets
Deck Tennis sets	Shuffleboard sets
Horseshoes, pegs	Table Tennis sets
Croquet sets	Archery sets
Badminton sets	Field Hockey sets
Handballs	Floor Hockey sets

Track and Field: High jump standards, cross bars (bamboo), hurdles, measuring tapes, stopwatches.

MISCELLANEOUS ACTIVE GAMES EQUIPMENT

Indian Clubs	Broom Sticks
Building Blocks	Box Course Markers
Relay passing Batons	Tumbling Mats
Medicine Balls	Various Inflated Balls
Skipping ropes	Benches and Chairs
Hoops	Colored Team Bands

The aforementioned items have countless uses: e.g. Indian clubs may be knocked over, snatched or passed; building blocks may serve in potato races; sticks may be balanced or jumped over; balls may be thrown, passed or bounced. It is with this equipment and other that a games leader may initiate endless games variety.

QUIET GAMES EQUIPMENT

Beans Bags and Boards	Jackstones and Balls
Checkers	Marbles
Dominoes	Ring Toss Boards
Darts and Dart Boards	Crockinole Boards
Playing Cards	

Many of the above items may be used in or out of doors. Sheets prepared for the playing of many pencil and paper games should be available, such as Salvo, X's and O's, Hangman, Join-the-Dots, anagrams and puzzles. House games such as Lotto, Snakes-and-ladders, Parchesi, Monopoly can provide for many hours of pleasure during quiet periods.

CARE OF GAMES SUPPLIES

In the first place, persons responsible for purchasing should buy standard high quality games and other supplies which have proven to be more economical and satisfactory than cheaper, inferior materials.

The life of game supplies and other materials used in the play programme can be lengthened, and the cost of replacement reduced, by taking proper care of them and by instructing children in their proper use. Even the best of products will give only mediocre service if abused or used under conditions for which these were not intended.

Suggested Rules :- The following rules include the steps taken on many playgrounds to secure maximum service from game materials.

1. Allow little game material to be used outside on damp and rainy days. At such times never issue new equipment. Properly oil all balls used during wet weather and do not expose them to the weather while drying.

2. Inflate balls fully according to the manufacturer's instructions and check pressure regularly. This insures longer wear and makes games faster and more enjoyable.
3. Keep leather equipment slightly oiled so that the leather is never dry. Passing an oiled rag over the leather balls daily is satisfactory.
4. To lengthen the life of most bats, tape the handles and insist that the side of the bat which has the trade mark imprinted on it does not come in contact with the ball. Similarly, tape hockey sticks at the neck.
5. Do not permit children to sit on inflated balls, to kick volleyballs or basketballs, or to bat softballs against handball walls or fences.
6. Permit croquet mallets, paddle tennis paddles and other similar equipment to be used only for the particular games for which they are intended.
7. See that bats are not struck against fence posts or backstops and are not thrown carelessly.
8. Use soccer balls or old basketballs and volley balls for low-organized games, such as dodge ball, and for general use. Do not permit the use of handballs for playing jackstones - cheaper balls are equally satisfactory.
9. Lengthen the life of croquet mallets and balls, paddles and other wooden equipment by giving them a coat of spar varnish at the end of the playground season. This will keep them from drying out during the winter, and in case of the mallets will prevent the heads from flying off the following season. Give field hockey balls a coat of enamel.
10. Bring canvas equipment such as baseball bases inside at night and during wet weather to prevent mildew.
11. All equipment should be marked by stencil or fine brush to identify as playground property.
12. Losses can be minimized by taking a daily inventory of equipment using a handy check list.

IN CONCLUSION

1. The game is not the goal but a learning situation for each individual child.
2. Select and conduct the game in a manner suitable to the number on hand and their age interest.
3. Explain the game carefully and if necessary allow one team or person to demonstrate.

4. See that everyone, the dull and otherwise, participates equally.
5. Use Junior Leaders and volunteers to make your games programme more interesting and effective.
6. Teach children that your whistle means business and don't use it too often.
7. Keep things moving, don't play a game too long, change often, especially with younger children.
8. Be alert for opportunities to encourage the backward and re-direct the bully.
9. Get laughter out of the games group and laugh with them.
10. Encourage the philosophy that to win is fine but to play and play fair is most important.

BE KIND, BE TOLERANT, BE ENTHUSIASTIC