THE UNIVERSITY OF CALGARY

A LEADERSHIP TRAINING PROGRAM

DESIGNED FOR

LEADERS IN A CREATIVE PLAYGROUND

by

Gayla Rogers

A Project

Submitted to the Faculty of Social Welfare

In Partial Fullfillment of the Requirements for the Degree

of Master of Social Work

Faculty of Social Welfare

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This project is dedicated to my daughter, Amy,
whose creative potential is an inspiration.

The University of Calgary

Faculty of Social Welfare

The undersigned certify that they have read, and recommend
to the Faculty of Social Welfare for acceptance, a project
entitled "A Leadership Training Program Designed for Leaders
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1.

ABSTRACT

Interest in prevention led the writer to examine the possibilities playgrounds present in providing children with environments for play which would enhance their overall growth and development. This study focuses on an innovative training program which has been designed to teach leadership skills to high school students who would work in such playgrounds. The first half of the course deals generally with leadership in terms of individual and group growth. The latter part of the course deals specifically with the skills and techniques necessary to be a playground leader on a creative playground. The course was designed, implemented, and evaluated by the author.

The theoretical framework for designing such a course is presented along with the rationale for a social worker's involvement and concern in this area. The framework is based on the theory of play and playgrounds as this sets the scene and given the philosophical tone for the development of the program. It gives the reader an insight into the need for and importance of stimulating and creative play environments for children.

The methodology used in developing the course is discussed in terms that renders it applicable to others interested in developing courses in a variety of subject areas. It is based on confluent principles of learning and attempts to combine the thinking and feeling levels through an experiential process of learning.

The conclusion reviews the outcomes of the course and integrates it with the findings in the literature. A picture of where and how this project fits into the realm of social work in today's society is presented.

CHAPTER ONE

INTRODUCTION

The involvement of social workers in the field of play and playgrounds represents both a digression from traditional study and an exploration into a relatively new and unexamined dimension for social workers: the interaction and social dynamics between and among children at play. With this study a fundamental proposition emerges. That is, that the impact of a creative play environment on the development of children cannot be underestimated. As social workers deeply committed to the improvement of the human condition and the prevention of social problems our studies should logically expand into this area.

The framework for the development of this project is therefore based on an investigation and review of existing literature on both the theoretical and technical aspects of play and playgrounds and the information sought from resource people in the community. From the material gathered a model was developed for studying the area, in which play is discussed in general terms, becomes increasingly specific, and finally, demonstrates the value of a creative playground.

The leadership training course was designed to augment and enhance what can occur on a creative playground by having trained leaders present. Although there have been many leadership courses developed for the purpose of training playground leaders, the design of this course had to be original for two reasons:

1) We are dealing with a creative playground which has basic philosophical differences from other types of playgrounds and thus necessitates a new and different kind of leadership;

and, 2) In this study, we are dealing with a rural area which also presents special problems and needs quite different from that of an urban community.

In the Springbank community which was chosen for this project, the playground is at the elementary school. The playground is only used during school hours because most of the children are bused to school. If they want to play on the playground after school, on weekends, or during the summer months, they must depend on their parents to drive and supervise them. It was felt that if there were qualified leaders present, the use of the playground might be increased. Parents would feel they could drop their child off at the playground feeling confident that there would be some leadership and supervision. In the city the playground is usually within walking distance and if the child is bored or not happy he can go home. In a rural community the parent must make the effort to take his child and either remain there with him or come back for him later.

The course was taught to 6 (six) high school students at Springbank Community High School in eight one and one-half hour sessions. There were two formal evaluations carried out as well as a five minute discussion evaluating each session at the end of each session.

Unfortunately, the funding necessary to hire two playground leaders for the summer period did not materialize so this writer was unable to observe and evaluate the actual performance of the leaders. It was thus impossible to note in actual fact how trained leaders can broaden the use and improve the quality of a creative playground. Thus the focus of this project will strictly be on the design, implementation, and evaluation of the leadership course with its rationale or framework based on the theory of creative play.

Throughout this study, while explicit reference is not always made, the reader should recognize that indirect references are frequently made to the relationship of this area of study and the field of social work. There has been a continual attempt to demonstrate the value and applicability of social work.

In reviewing the literature in the area of play and playgrounds, material was gathered from resources in education, psychology, recreation and environmental design. It became quite apparent that there was very little social work literature on the subject. This seemed to create a gap in the literature in that a social work perspective was missing. This project attempts to begin bridging that gap by bringing a growth oriented social work perspective to this area.

The few social work articles that did relate to play or environments for play all had a therapeutic orientation. For example, titles such as "The Use of Play Techniques in the Treatment of Children"[1] or "Diagnostic Activity Groups"[2] or "Intervention Potentials in Public Child Care Centres"[3] seemed to reflect

1. Burns, B.S., "The Use of Play Techniques in the Treatment of Children", in Child Welfare, 49(1): 37-41, 1970.
2. Community Service Society, "Diagnostic Activity Groups" in Dynamic Approaches to Serving Families, 55-67, 1976.
3. Hayward D. "Intervention Potentials in Public Child Care Centres", in Child Welfare, 48(1): 6-13, 51, 1969.

the type of research and writing that has been done in the past and is presently being done in the area.

It is believed that there is a need to look at the whole child not in a therapeutic sense, inferring that the "sickness" can be cured, but in a growth or preventive sense inferring that there are ways of insuring and providing for the development of normal healthy children into normal healthy adults.

CHAPTER TWO

THE FRAMEWORK

PRELUDE   The thrust of this chapter represents the theoretical framework

for the development of the leadership training program. It forms

the philosophical basis for the methods used both in design and imp-

lementation of the course. It also should serve to provide a rationale

for a social worker's involvement in this area.

PRELUDE

Interest and a desire to learn more in the area of play evolved out of this writer's work with Juvenile Delinquents over the past three years. I became increasingly aware of the lack in their environment and consequently in their awareness of socially-acceptable and growth-promoting ways to challenge themselves and take risks. I also became concerned about the "band-aid" treatment given to these children and began to look for alternatives. I became personally committed to promoting preventive social measures and looked at younger and younger children for a starting point.

It became clear that not enough consideration was given to play - an activity in which young children are engaged a great deal of the time. There is a need as Social Workers concerned with the totality of life experiences and growth to look more closely at play and in particular to environments for play. There are other disciplines already involved in this area such as architecture, recreation, and education but the field of social work could offer a new and fresh look at an area where small group interaction and interpersonal relationships prevail. Play is more than a time killer and it is time its importance was recognized, considered and utilized.

There are four sections presented within this chapter. In the first section there is a theoretical discussion of play and a general philosophy of play is presented. The second section outlines more specifically the value of play. It describes the developmental aspects of play, that is, the importance of play in overall development. If playgrounds are to be successful they must meet the needs of the whole child. Section three takes a look at play environments.

It contains an analysis of playgrounds in general and stipulates the criteria to be used in design so that the requisites mentioned in chapter two are met. Taking a well-designed playground one step further is the intention in section four. Creative playgrounds are described and discussed in terms of their contribution to the total health of children and their adaptability to the needs of all children.

PART ONE: PLAY AND ITS CHARACTERISTICS

Play is the work of children. In play they create their own world and
recreate the world around them; act out their fantasies and their fears;
begin to come to terms with themselves in relation to their environment.[4]
In other words, play is the way that children learn about themselves and the
world in which they live. In the process of mastering familiar situations
and learning to cope with new ones, their intelligence and personality grow
as well as their bodies. The environment for play must be rich in experience
and it must be, to a significant extent, under the control of the child. It
must allow each child to exercise choice and to grow safely at his own rate.

Play is a voluntary activity. Any behaviour that is truly voluntary is
the mark of an integrated person. What we see in children as being unique
is their intrinsic natural integration which often breaks down as they become
more complex people.[5] The loss of childhood is really the loss of that kind
of naive integration that is the condition of not knowing all the implications
of life.

Play provides children with ways to express their creative urges, oppor-
tunities to perceive objects, and chances to put things together in new ways;
to re-organize, to give a different use to something; to achieve a new relation-
ship with one another; and to interpret in an alternative way.[6] Play can

4. Rudolph, Nancy. Workyards: Playgrounds Planned for Adventure,
        (Teachers College Press, Columbia University, 1974) p.5.
5. Hewes, Jeremy. Build Your Own Playground, (Boston, Haghton
        Mifflin Co., 1974) p.15.
6. Miller, Peggy L. Creative Outdoor Play Areas, (New Jersey:
        Prentice Hall Inc., 1972). p.8.

provide the individual with opportunities for imaginative acting and thinking, and for fantasy which is important to emotional development. Play providing creative expression helps the individual to define and understand himself. The opportunity for free play may well be a key to unlock the store of creative talents allotted to each human being.

Creation is a human need.[7] If youngsters do not have ways in which to be creative, if outlets for the creative instinct are not provided, their development and growth are severely limited. Some believe that when creativity is thwarted, delinquent behaviour is encouraged; in this view, creativity and delinquency or antisocial activity are on two opposite ends of a behaviour continuum. Because many adults have lost touch with their childhood, there is a tendency for adults to thrust children into being miniature adults. When the inherent curiousity or spontaneity of children is limited by adults or their living conditions, their vital creative drive may also be crushed.

Well-planned play areas with their opportunities for creative expression are integral and inseparable parts of a rich learning environment.[8] An area which provides many creative play opportunities will allow the child to have some "success experiences". These will help him develop a good self-concept and perceive that he is worthy of respect. Thus children of all ages need a place where they can develop self-reliance, where they can test their limbs, their senses, and their brain so that brain, limbs and senses gradually become obedient to their will. If during these early years a child is deprived the

7.   Piaget, Jean. Play Dreams & Imitation in Childhood (New York: Norton & Co., 1962).
8.   Miller, Peggy L. p.9.

opportunity to educate himself by trial and error, by taking risks and making friends he may in the end lose confidence in himself and lose his desire to become self-reliant. Instead of learning security he becomes fearful and withdrawn. The lives of adolescents and many adults have already been irreparably damaged by emotional impoverishment during early years. If the foundations are insecure little can be done later to set things right. It is the old depressing story of spending endless money and effort in trying to patch up tragedies we are largely responsible for creating.

Healthy children are eager to do. However, they often take the time to study their surroundings, to daydream, to do nothing at all. But these needs for calm co-exist with equally strong needs for mobility, release and noise. Perhaps more than anything else, youngsters need to make an impact on their environment: to get the feel of it, to mold it, to make it change.[9]

There is a play instinct in each child, a need to play and move in particular patterns and to carry out certain activities that will help bring about the maturation process.[10] This pertains not only to the child's physical growth but also to his psychological, social, and mental development. Play is a great natural urge and the learnings which accrue through play are prerequisites for later learnings which the individual must gain to achieve full maturation.

It's probably fair to say that children are learning whenever they play. But two aspects of play that unquestionably involve learning are the self-knowledge children gain from these experiences and the relationship of play to

9. Stone, Jeannette. Play and Playgrounds, (National Association for the Education of Young Children, U.S.A., 1970), p.18.
10. Grey, Alexander. Creative Learning in Children's Playgrounds, Childhood Education, May 1969, p.496.

formal education.[11] Children use play to explore themselves and their sur-
roundings in several ways. For one thing, they test their physical skills
by playing, which develops self-confidence and teaches them to trust their
judgment. For another, while playing they keep practicing something until
that new skill or movement is mastered. Similarly, children participating
in group play might invent patterns of behaviour, or they may imitate adult's
actions. Often they are trying out new ways of relating to the world. Just
as they need to take physical risks to grow, kids seem intuitively to know
the value and the pleasure of using their imaginations.[12]

As for the role of play or the playground in the functioning of a school,
it can be an integral part of children's growth and education. In addition to
whatever specific knowledge a school offers children, it should ideally be a
support system for them, an environment that helps each child develop and
maintain his own unique self-concept. A good playground can provide an example
for such an environment. The playground, as an integral part of this support
system also can help the school perform its generally accepted function of
trying to develop citizens who will fit into modern society. In terms of mere
physical survival, the skills a child learns outside the classroom may be as
important as the specific knowledge that is presented in the curriculum. If
a child has difficulty getting along with people, it will probably be a greater
handicap to him than an inability to read well or to remember the multiplication
tables.

11. Hewes, Jeremy. p.23.
12. Hewes, Jeremy. p.23.

A lot of social learning goes on in a playground and it leads to an understanding of who you are and how you fit in. An educational system should try to minimize the risk of failure whether it is falling out of the jungle gym or out of the "A" reading group into the remedial one. The support system should operate in such a way that if a child fails, it is not going to ruin him.

We must more fully appreciate the value of the play of a child . . .

> ". . .from which he gains in knowledge through direct sensory experience, from which he enriches his spirit with the security of companionship and the discovery of beauty in his surroundings, and from which he grows in stature and maturity by making demands on his vital organs, musculature and co-ordination."[13]

13. Hutchins, H. Clinton. "Learning About Leisure in Relation to the Environment", Journal of Outdoor Education, Fall 1970, p.17.

PART TWO: THE IMPORTANCE OF PLAY IN OVERALL DEVELOPMENT

Play is essential to the development of 1) basic motor skills, 2) cognitive growth, 3) social development, and 4) psychological functioning. This section will deal with these four aspects of a child's functioning and the importance of play for proper development in these areas.

PHYSICAL DEVELOPMENT

Play contributes to the physical growth, motor development, physiological functioning, and physical fitness of youngsters. Through play they instinctively practice the basic motor skills of running, hopping, walking, throwing, and leaping in varied forms and combinations.[14] A well-planned playground allows the growing child to determine her physical capabilities. This process of exploration is carried out very carefully and safely by a child if left to her own means. Seeming to know her limits, she will climb to a certain point and no higher. As she becomes more familiar with the environment and her muscles become accustomed to these new movements, the child will begin to move a bit faster and go a little further. This process of exploring both herself and her environment gives a child a sense of confidence and poise that she could not otherwise achieve.

Moreover, spontaneous play involves the whole body, rather than prescribing narrow patterns of movement or behaviour. This kind of complete play lets a child respond to his body directly, an experience that is related to his sexuality in very simple terms. Such bodily awareness can enhance a child's self-image and hence his relationship to the world around him.

14. Miller, Peggy L. p.6.

It is one of the few chances he gets to relate to his body, since society tends to ignore or play down this aspect of development in children.

Another important aspect of children's physical development is muscle programming, which is a function of the cerebullum of the brain.[15] Certain basic bodily skills, such as crawling, standing erect, and walking, are the result of a child's learning to use a group of muscles for a particular function and practicing that skill until it becomes habitual. A good playground can facilitate both simple and more sophisticated muscle programming through diversity of structures. Besides including ramps for eye-foot co-ordination, the play space can have a "soft" environment, such as a cargo net or knotted rope structure. The soft environment automatically adds to children's experience of movement and muscle programming because they constantly have to adjust to its changing surface and to the actions of others in the same space.[16]

Through sensory motor activity, which according to Piaget and others is the primary mode of learning in young children, youngsters develop skills in their perception of body positions and movement in space, and awareness of their environment and of themselves distinct from their surroundings. To accomplish these activities, both gross motor and fine manipulative movements are necessary. Co-ordination, agility, balance, strength and endurance are all acquired through swinging, climbing, walking balance beams and other activities.[17]

15. Hewes, Jeremy. p.5.
16. Hewes, Jeremy. p.5.
17. Miller, Peggy. p.6.

The acquisition of these basic motor skills or movement patterns not only allows the child to function adequately in the present, but has significant implications for his future living. There are stages in development which must be learned and practiced in the correct order if maturation is to be achieved. The child moves through certain developmental levels or stages on his way to becoming an adult. Motor development is a prerequisite for mental development. There is a considerable amount of research which indicates a positive correlation between the two. Play as a basis for cognitive development is noted by Espenchade and Eckert:

> "There is wide-spread recognition today of the essential role of early motor experiences as a basis for perceptual and subsequently symbolic generalization."[18]

COGNITIVE GROWTH

Problem-solving skills are among the most important skills to be learned for living in today's rapidly changing world. Play provides children with opportunities to engage in problem-solving, particularly if play occurs in creative settings. A well planned playground provides a wide range of choices offering a child many opportunities to make decisions and test out their consequences in a controlled situation. It is most easily seen when a child is provided with sufficient accessories or materials to make basic changes in the plan of the playground. This is a creative activity where the child is solving the problems of altering the environment to provide for a wider variety of experiences. Therefore, the richer the fabric of the playground, the more challenging these problems will be, and the more innovative the solutions must be.

18. Espenschade, Anna and Helen Eckert, Motor Development, (Columbus, Ohio: Charles Merrall Boods, Inc., 1967). 0.102.

Give a child the choice of going over or under, around or through, jumping or putting a bridge across, and you are giving him decisions to be made and an environment to manipulate.[19]

The Theories of Jean Piaget[20] provide a strong argument for children having a varied and challenging environment for play. Piaget has determined that a child's cognitive growth is directly related to his or her ability to do things - that the child not only learns from experience, but that he or she must have experience in order to learn. Piaget also notes that there is a regular progression in the development of a child's conceptual capacities. He divides play into three categories: 1) practise play, which is play through acquired physical skills; 2) symbolic play or play with implied or make-believe representation; and 3) games with rules that are imposed by the group.

There is an interesting relationship between the ideas of Jean Piaget and those of Maria Montessori[21] in that she also saw stages of development and direct experience as fundamental to cognitive growth in children. Her writings offer practical suggestions for learning situations based on these ideas. For example, she suggests giving children letters made out of sandpaper when they are first learning the alphabet, thus making the learning experience both visual and tactile.

19. Friedberg, M. Paul. Handcrafted Playgrounds, (N.Y. Random House, 1975.) p.7.
20. The following books have been referred to:
    Inhelder, B. and H. Chipman (ed.). Piaget and His School, (New York: Springer-Verlag) 1976.
    Piaget, Jean. Play, Dreams and Imitations in Childhood, (New York: Norton and Co.) 1972.
    Piers, Maria (ed.). Play and Development: A Symposium with Contributions by J. Piaget, (New York: Norton & Co.) 1972.
21. Gitter, Lena L. The Montessori Way, (Washington: Special Child Publications, Inc.,) 1970. p.169.

Play provides children with a backlog of experiences and knowledge with which they can make wise choices and decisions in the present and in the future. Play is an integral part of the educative process, and one of its main purposes is to help the individual think and make rational choices.

SOCIAL DEVELOPMENT

Play allows children to discover themselves not only in relation to their physical surroundings but also in relation to each other. The most basic characteristic of play is that kids play with each other, no matter what the setting.

When children play together, they are developing ways of communicating with each other, a process that helps to form a basis for their behaviour as adults. The individual qualities of play, such as imagination, are always enhanced by sharing. One child may think up a pretty elaborate situation, but it grows and changes when others join in. By allowing and participating in this augmentation of his imaginary world, the child is learning to handle the biggest challenge his environment can offer, that of another intelligence.[22]

Children learn socialization skills through play. They grow away from the egoism which characterizes the infant and young child, and become more other-centered.[23]

In children's play they learn the roles of youth and adulthood. Through play children learn about, and grow to understand other people. They learn attitudes. They learn about co-operation, the rights of self in relation to the rights of others, compromise, teamwork, sharing, conflict resolution, and group decision making. The play skills of children are often the basis for youngsters' social relations.

22. Hewes, Jeremy. p.27.
23. Miller, Peggy. p.7.

Children and youth must satisfy what Jay B. Nash called the "activity urge".[24] Through activities in creative outdoor play areas they can satisfy this urge in constructive, socially acceptable, and beneficial ways. If opportunities are not provided for constructive social development, antisocial behaviour will be practiced and learned as a means by which to satisfy this activity urge.

In this era of misunderstanding and hatred between people of differing races, nationalities, religions, and socio-economic backgrounds, the play of little children can erase all differences. They do not perceive such artificial boundaries between themselves and others. Children's play is a great equalizer of men.[25] Children of diverse backgrounds can, through play, build bridges between men; they can establish a new social order in a world of social chaos.

Play likewise involves the creation of special communities, with secrets and rituals known only to the participants.[26] The notion of private spaces on the playground is often a bit unsettling to adults, but it needn't be. The children's reason for wanting to be away from the main flow of action is merely to create and sustain their imaginary world. This type of symbolic play is essential to the socialization process.

Children do become aware of situations in which it is necessary not only to interact socially but to work together to a common end. The tire swing[27] which accommodates three or four children, demands a certain give-and-take, which the traditional swing does not. If one child twists and

24. Nash, J.B. Philosophy of Recreation and Leisure, (Duguque, Iowa: William C. Brown Co.,) 1960. p.83-84.
25. Miller, Peggy. p.7.
26. Hewes, Jeremy. p.17.
27. Friedberg, M. Paul. p.6, p.90.

another swings, conflict arises. In order to make the swing work, co-
operation is necessary. Similarly, portable play equipment too heavy for
one child requires a group effort to be put in place and used successfully.

One social distinction that makes a playground valuable to children is
the fact that the "normal" rules of behaviour do not apply in that place.
Kids can holler, touch each other, and be anybody they please out there.
Quite often this freedom acts as a safety valve for children who resent
the normal classroom routine or who simply cannot cope well with school. For
some children the playground may be the one place where they excel, thereby
preserving their self-esteem and possibly saving them from social oblivion.

Clearly many of the social aspects of play are closely associated with
the children's psychological climate. Fun is obviously healthy, especially
when it is shared. Private games and fantasies also foster intimacy among
children, offering a necessary foundation for future relationships.[28] And in
addition to helping alleviate some behaviour problems, the freedom to have
fun, to explore, and to take risks contributes significantly to the healthy
growth of all children.

PSYCHOLOGICAL DEVELOPMENT

The function of play in childhood has been essentially misunderstood
in the past. Surprising numbers of people still maintain that the primary
function of play is to "let off steam" so that the child can return to the
more important business of study and learning. The studies of Piaget and
others show that precisely the reverse is true - that play is the way in which
children develop intelligence. To put it simply, play is a child's way of
learning.

28. Hewes, Jeremy. p.18.

Some understanding of the ways play and intelligence are related is essential if we wish to design play facilities that will encourage learning. The interrelationship of the individual and his environment has been emphasized in many contemporary studies but perhaps is best expressed in the work of Jean Piaget. For more than thirty years he has been studying the development of intellectual functions in children. The result of his work is a theoretical framework for understanding what intelligence is and how it develops, and a description of the stages of growth through which a child passes as he matures into an adult.

According to Piaget, intelligence is a special form of adaptation, which consists of a continuous creative interaction between the individual and the environment. Neither person nor the environment exists alone, but only as they interact and affect each other. In computer parlance, this would be described as a situation with constant feedback of information: the organism acts, perceives its effect on the environment, and modifies its behaviour to a more complex form to better cope with the environment.[29] Although the frameworks through which we organize experience are constantly changing to reflect increasingly complex awareness of the world, the ways in which we create and modify these structures remain unchanged. Piaget conceives of two complementary processes - assimilation and accommodation. They are the two processes by which the child gradually develops his intelligence from the primarily instinctual responses of infancy to the eventual achievement of adult logical thinking. This development takes place in stages, each of which has its characteristic forms of play.

29. Dattner, Richard. Design for Play (New York: Van Nostrand Reinhold Co.,) 1969. p.34.

Through play activities, children grow and develop in understanding and knowledge of themselves as individuals. Play builds a concept of self and a sense of body image. Self-esteem is affected by play. The child develops a deeper awareness of himself in his physical world and in relation to others. Play helps establish for the child the concept of "who am I". The child learns self-confidence, self-reliance, and independence, especially if he is provided opportunities to engage in "risk play". He learns what he can and can't do, his abilities and his limitations. The child must take risks in order to achieve the more difficult - that step just beyond his present experience, ability, and grasp - in order to learn and grow.

The child learns self-expression and self-discipline as he plays. He expresses his inner feelings through play. It is an outlet for his energy, and sometimes for his anger and frustration. It is far more constructive for the child to express these emotions through climbing, running, and swinging, than to break lamps, hit siblings, or physically hurt himself. In play the child plays out or acts out happy and unhappy situations which he has confronted or experienced. Play can thus contribute to good mental health. Through wholesome play activities, children gain emotional fitness. Play contributes to the quality of children's inner space - their minds and their hearts.[30]

Play is a time when children extend themselves and their world beyond the limits of their reality through role playing. A child becomes a doctor, a policeman, a cowboy, a dancer. By such role playing, children find and test the personality constructs with which they are most comfortable and carry them, as well as the ability to work and play with other children, into

30. Miller, Peggy. p.7.

the real world. To support this significant part of play, it is important to make the playground an informal stage where the child is encouraged to act out various roles and encourages interpretation and stimulates the child's imagination. This type of symbolic play has implications for the parents as well. One of the roles that children frequently enact is that of mother or father. Parents who observe their children playing these roles can get important feedback in terms of how they are perceived by their children. Parents who, for example, do not realize that they frequently yell or say "no" to their children soon realize it from watching their child recreate scenes from home.

SECTION THREE: PLAYGROUND CRITERIA

In a certain sense all individuals are a product of their environments.

Thus it is important to provide rich environments in which individuals may

live in order to realize the best possible potential. The outdoors is always

an educative environment and greater attention should be given to the kinds

and quality of learning experiences which the outdoors can provide. In this

sense the playground is a vital stage in the education of a child. It is

the role of these playgrounds, as stated by Joe Benjamin, to "permit and at

the same time develop, unobtrusively, the imitative games with a cohesive

whole which is itself a miniature of life."[31]

From a poorly designed playground, children learn that they can have

no constructive effect on their fixed and immobile environment; they can

change it only in a destructive way. They learn also that the man made world

is dull and dangerous and that their potential as a unique individual is

crushed in favor of uniformity. Thus children grow into adults who are

insensitive to the world around them. And they become parents who teach

their children that dullness is all they can expect from a life on which they

can have little effect. To blame all these things solely on the design of

playgrounds is as naive as thinking that well-designed play facilities are all

that is needed to produce healthy children who will grow into normal, well-

functioning adults. The truth is that every aspect of our world affects us

in some way and therefore an improvement made in any portion of it is important.

31. Benjamin, Joe. In Search of Adventure, (London: National Council
     of Social Service, Black Friars Press Ltd., 1961), p.99.

Ten stipulations for productive, purposeful playgrounds have been developed based on the work of Alfred Lederman and A. Trachsel:[32]

1. Playgrounds must always be designed and equipped with their function for play foremost in mind. This postulate appears to be self-evident, and yet, how many playgrounds there are where the fittings are unsuitable, and have been placed by a designer who has considered his task purely from the aesthetic point of view. Noisy and nervous children's play is the consequence of playgrounds designed at random.

2. Architects, Social Workers and Educationists, have to work together in order to produce good solutions to playground problems. Many an architect is in danger of practising architecture on playgrounds with, very original results to our adult eyes, but uninspiring and unchildlike to those who play. The Social Worker, on the other hand, is often so concerned for interaction that she does not place enough importance on the aesthestic design and placement of equipment (which in turn is responsible for much of the interaction). Finally, the Educationist is tempted to turn the playground into a structured setting for additional schooling. Only open, honest discussion and co-operation between architect, social worker and educationist can offer any guarantee of developing playgrounds which are pleasing from the architectural and landscape angle and at the same time are both good for play from the developmental and teaching angle, and attractive to children.

32. Lederman, A. and A. Trachsel. Creative Playgrounds and Recreation Centre. (New York: Praeger, 1960,) p.14.

3. The playground is not meant to be for passive entertainment. It must encourage active, spontaneous and creative play. A conglomeration of gadgets for playing results only in an outdoor nursery. The opportunity to stimulate and develop imagination and activity at play should not be missed, otherwise we cannot complain of the passive behaviour, and the "need to be entertained by others", of so many young and older people.

4. More valuable than mechanical equipment for the playground are half-finished components and materials for play. In every lecture to parents educationists exhort them not to spoil their children with ready-made mechanical toys. Playgrounds, however, are still largely dominated by inflexible contraptions which do not stimulate a child's imagination. A tree for climbing is more valuable that a round-about, a sandpit more important then swings, materials for building and experimenting more valuable than table tennis. It is not meant to say that table tennis and swings should disappear from playgrounds, but it is recommended that more thought be given to active and creative play when choosing playground equipment.

5. Design and equipment of the playground must conform to the typical games of the particular age group for which the ground is intended. A small child plays differently from one who goes to school. Girls prefer different games from boys of the same age. Teenagers need particular equipment for playgrounds. Even adults and elderly people, today more than in former times, need suitable areas for play and recreation.

6. The playground must offer a variety of possibilities for play. Swings alone or a bare grass area for playing do not constitute a proper playground. The playground should promote constructional and artistically playful activity in addition to stimulating action games, so far as the ground permits.

7. The design of the playground has to reflect the functions and movements of the different games. It is most important that the designer of playgrounds should mold the whole area at his disposal into a real playground through appropriate distribution and functional equipment of the various subdivided areas for playing. For example, the field for ball games should not be adjacent to the sandpit, as small children might be endangered through flying balls. Or a tree trunk for climbing should be on a sandy foundation but not - as frequently is the case - in the infant's sandpit. In places where children of all ages play, the small ones who like to play dreamily by themselves must be kept away from the wilder games of the older children through appropriate landscaping devices.

8. Do not forget the dreamy plays, the games in which children devote themselves to dolls and tea parties. The playground should not cater exclusively to games in which large numbers or groups join. Play-niches and appropriate plants create the intimate "playrooms in the open air", necessary for such games. Vast open playgrounds are not childlike; they are noisy "games factories".

9. The architect himself ought to play when designing the ground. Playgrounds with natural or artificial hills, for example, are more popular with children than monotonous flat areas. A slide does not need to be placed unimaginatively in the centre of an open space, it could well utilize a slope and serve as an entrance to the playground. A sandpit does not need to be a square box. A ship-shaped or star-shaped sandpit, as often found in Denmark, Sweden and Great Britain, is surely more attractive to every child.

10. For the construction, equipment and maintenance of a playground, the co-operation of parents and neighbours should be sought. The parents must be made aware that the playground is their concern. It should not be a new parking place for children, but on the contrary it should bring the whole family together by way of play and games.

Unfortunately, the majority of outdoor play areas are places of tradition. There is equipment of steel or iron, surfaces of concrete or asphalt, with steel fencing around everything. There areas have been built to keep kids off the street, yet the streets are much more attractive to youngsters than these sterile, cold, drab, and unimaginative playgrounds. Following is a specific look at two major areas of concern: equipment and materials; and the play space itself.

1. EQUIPMENT AND MATERIALS

By its very nature, equipment often dictates to children exactly how it should be used. This is true of traditional iron and steel play equipment which is extremely limited in terms of what youngsters can do with it.

Equipment should not be prescribed: it ought to be such that children will be able to interpret for themselves how they will use it. It should pose many alternatives for play and thus stimulate the imagination. It ought to be freeing instead of limiting.

Lately there has been great interest in playground equipment built in the shape of fire engines, horses, submarines, rocket ships, and other such objects from the real world.[33] Although these are of momentary interest to children, they seem designed primarily to satisfy adults, who need to have a name or label for things before they feel at ease. Children can create their imaginary world from simpler and cheaper things. In fact, the more general a form or object is, the more freedom it seems to allow the children to impose their own meaning on it.

To serve their needs playgrounds should be equipped with simpler manipulative materials. Inventive children given such materials will behave like budding scientists, artists, and engineers. Whenever children see sand, they want to touch and shape it, especially if it is moist. Because sand is so responsive it is one of the most versatile of all materials. Sand (and its sloppy cousin - mud) responds directly to poking, piling and smothering. The most fascinating and satisfying material, according to the findings of Jeannette Stone, is water.

> "The endless wonder that prods children's minds as they work with water, and the many ways they appreciate its material beauty impel youngsters to spend long periods of time utterly engrossed in it."[34]

33. Dattner, Richard. p.49.
34. Stone, Jeannette. Play and Playgrounds, (U.S.A.: National Association for the Education of Young Children), p.41.

The materials must be able to respond: things that can be burrowed in, piled in heaps, thrown, carried, sifted, eaten, pounded, pushed, slapped, dammed, collected in vessels, spilled, floated on, drunk, and splashed.[35] If a playground had to be limited to only two materials, water and sand would provide more possibilities for play and fun. If sand is not available ordinary dirt is a satisfactory substitute, although perhaps not from a mother's point of view.

The simple action of moving things in one's environment is another way to control it. Swings and seesaws are moveable, but their motion is predictable and fixed within rigid bounds. More interesting are things with movement that is unpredictable or related more closely to the action of the person in or on it. Professor Joseph Brown of Princeton University[36] has designed several pieces of equipment that not only move in response to the movement of each child, but also affect every other person on them. This motion is at once complex and personal, and teaches the children the valuable lesson that they are all together on the structure and that their every action affects every other person - a lesson many of us have yet to learn. The ability to move over, under, around, or through something also affords a child control: he can change his relationship to it (and therefore its relation to him). The point is to provide as many different ways of relating as possible.

The equipment should also provide for big muscle movements as well as provide opportunities for fine muscle co-ordination and movement. It should be designed so that children's bodies do the moving. If a child achieves

35. Dattner, Richard. p.49.
36. Asch, Rosalie, Designing Playground Equipment, School Arts, April, 1970, p.16-17.

success and satisfaction through movement experiences and if he comes to the realization of his own capability in movement, then the playground equipment has accomplished its end.[37] Play equipment should always be designed for use by more than one child and preferably several. It also should contribute to the perceptual-motor development of youngsters by providing opportunities for spinning, balancing and rhythmic action.[38] It also should be composed of varying textures so the tactile sense is developed. And, it should have eye appeal. Grey, black and brown are unattractive to children yet have tradit- ionally been used for play equipment. Where bright yellows and forceful reds are used, children's interest is heightened.[39]

2. SPACE

A child should be able to decide whether to play along with a small group of children, or with a large group. Each of these options implies a distinct kind of space: small, sheltered areas for solitary play, more ample places for small groups, and an open space for group activity. The moods of a child vary and he should have an environment that is receptive whether he feels active or passive. The child should also be able to choose when he will undertake a risky (to him) activity. For example, slides are presently designed so a child cannot change his mind once he has begun to climb the ladder because he is immediately blocked from behind by a line of sliders who want him to hurry up. With the low, wide slide, however, the child has several choices of activity, so his behaviour can be spontaneous which is what play is all about.

37. Anderson, Marion, Margaret Elliot, Jeanne LaBerge. Play with a Purpose, (New York: Harper and Row, 1972), p.367.
38. Miller, Peggy. p.38.
39. Miller, Peggy. p.40.

The kind of playground that conforms to the requirements of adminstrators is simple to build, indestructible, and non-controversial. It is another story when the children's requirements are considered.

> "The concrete or asphalt paving is brutal to heads and elbows and knees. The indestructible steel swings are just the right height to menace the destructible children playing near them. The slides furnish a drop of over seven feet to the pavement, and their ladders are so narrow that a child does not have the option of changing his mind once he begins the upward climb. A child whose attention wavers momentarily can be seriously injured by a fall from the seesaw; the tiny sandboxes create dangerous congestion among the toddler population, and so on."[40]

The major fault of the typical playground is its total lack of anything to inspire interest or curiousity. After a little swinging, climbing or seesawing, the built-in opportunities for play are exhausted. The final expression of their frustration is the scrawling of obscene remarks on the asphalt. The children feel that whoever made this place did not care about them and they learn not to care about it. Lack of concern about and attention to children's play areas reflect the erroneous understanding of play that it is a way to kill time. What children learn in poorly planned play areas is greatly inferior to what they learn in creative play areas planned by people who understand the potentials of children and know that play is significant learning. An environment that provides only the familiar challenges that already have been overcome countless times, will never call forth any new learnings. Similarly, a place that is too challenging creates too large a gap between what children feel confident about through past experience and the new task, thereby overwhelming rather than encouraging them.

40. Dattner, Richard. p.36.

A playground, therefore, should present a series of challenges, ranging from simple things that toddlers can master to ones that challenge older and more experienced children. There should be continuity, so that each child always has the dual experience of having mastered some aspects of his environment while knowing there are other aspects that he may still aspire to master.[41] As in adult life, the individual who feels he has accomplished everything and the one who is so overwhelmed that he is unable to accomplish anything have both reached a point where further growth and development are impossible.

The criteria discussed in this section cannot all be met in every playground, but they do represent a goal to aim for and a yardstick by which existing and proposed facilities may be evaluated.[42] They are based on the premise that play is learning, that a properly designed environment is conducive to meaningful play, and that administrators, parents and our society as a whole all have a stake in the outcome. All the requirements listed here are important, but two are indispensable: children must play in an environment which provides them with experience, and they must have the opportunity to control that experience.

41. Dattner, Richard. p.40.
42. The criteria could also be used by communities interested in designing their own playgrounds.

SECTION FOUR: WHY A CREATIVE PLAYGROUND?

When we talk about play, it is important to differentiate between what Arvid Bengtsson[43] calls its two main forms: ritual and experimental.   In the creative playground, care is taken to encourage the experimental form of play, while in the traditional playground, play is mostly oriented towards the ritual form.   If play is to be of any educational worth, the experimental form, in view of our rapidly changing world, is of special importance.   To keep the mind of a child open to experiment is one of the best preparations he can have for a future that is unpredictable.

Creative play areas are so flexible that they can be designed to meet the needs and interests of many types of children.   Older children, for example, could be encouraged to engage more in wholesome play activities instead of being influenced to imitate adults in their unhealthful activities (smoking, gambling, playing pool).   They need the option of finding thrills and adventure through healthful play instead of through delinquent behaviour which they will do if there are no alternatives.   And, handicapped children can also find a place in creative playgrounds where play is self-directed.   Because so much of their life is directed by others, this opportunity will enrich their lives, and facilitate their adjustment.

43.   Bengtsson, Arvid.   Adventure Playgrounds, (New York: Praeger Publications, 1972), p.84.

Etkes, in a criticism of traditional playgrounds wrote:

> "Strip away the concealed illusion of 'fun' and it must be agreed
> that the standard play apparatus is unproductive, uncreative, and
> unsafe. Let us design and build what are in a sense outdoor class-
> rooms for the teaching of physical skills and for the confidence
> to perform them. Let us stock these classrooms with a new generation
> of equipment that will provide them with safety, the pride of self-
> accomplishment, and the incentive to flex their creative imagination
> as they must."[44]

A creative playground is a playing and learning space designed to nurture the
child's total development, his social, emotional and cognitive, as well as
physical skills. The design objective is to incorporate landscaping and equip-
ment that generate a wide variety of activities and behaviour that is construc-
tive, inquiring, creative and joyful.[45] Designing for the whole child means
a selection of equipment and a site design based on the ages and stages of dev-
elopment. On a conventional playground once a child has swung on the swing,
slid down the slide and gone up and down the teeter-totter, what next? All
aspects of his development are ignored except the physical and even that rec-
eives very little challenge. Even some of the new so-called creative playgrounds
with huge wooden or concrete structures appeal only to the monkey-type activities
of children. They get just as bored as adults do simply exercising their muscles.
They need equipment and materials that spark their imagination, that they can
move, change and add to. In other words, a creative playground should stimulate
creative play and should not be purely aimed at children's physical development.

44. Etkes, A.B. The Playground Revisited - A New Evaluation, Trends
      in Parks and Recreation, 1966, Vol.13, No. 3, p.6.

45. Hill, Polly. Creative Playground Information Kit I, Children's
      Environments Advisory Service, Central Mortgage and Housing,
      Ottawa. (Polly Hill is a noted Canadian authority on creative
      playgrounds. She is employed by Central Mortgage and Housing
      Corporation as a consultant to the Federal Government and
      Community Groups.)

The following components of a creative playground, based on research by Polly Hill,[46] listed with the development they nurture, can be combined and designed in an infinite variety of ways, and scaled in size and complexity to the age of children they serve.

1. Landscaping which represents nature's patterns, or preserves natural features, will evoke creative, imaginative and discovery activities for all ages. Mounds to chase over and slide down in winter, trees to climb or sit under, hardy bushes to define space or hide in, flowers to enjoy, gardens to plant, earth to dig, and all the tiny living creatures that form part of nature's world add variety and play value.

2. Adult Facilities Landscaping has the added value of making a play space attractive and convenient to adults - thus prolonging the child's stay. This also means that all creative playgrounds which cater to young children must have comfortable benches, the possibility of shade and perhaps an adult height table. Low fencing or hedging facilitates supervision and is an adult convenience, as well as a safety feature which can segregate rough from passive play. Separation is desirable, however, when a parent does not feel the child is in trouble but would be tempted to interfere if the child were too near. Children need the freedom to make mistakes, to be clumsy and fall, without an ever-present parent who, with a misguided desire to help the child avoid all disappointment and pain, interferes with the natural process of trial and error by which we all learn.

46. Hill, Polly.

3. <u>Sand</u> is nature's most manipulative, creative substance, but without water it is useless; it will not respond. Sand should be made available in such a way that it does not blow out of its container or into eyes; it should be deep enough to really make castles, plus have accessories such as pails, seives, spoons, etc., to extend the variety of its uses. Creative, cognitive and emotional satisfaction for all ages can be found in a generous sand area.

4. <u>Water</u> can be provided in hundreds of ways from a simple tap, hose, pump, fountain, stream or pool. Streams have more creative play value than wading pools because the latter evoke single, non co-operative behaviour, and splashing and screaming; a stream can be dammed or bridged, and used for sailing boats and other creative and constructive group or solitary activities. Most people are aware of the soothing qualities of water; it, like sand, has fascination and developmental value for all ages.

5. <u>Loose materials</u> are essential for a creative playground and the more there are the more variety, the more creative combinations result. Wooden boxes of different sizes, boards, small ladders, saw horses, loose wood in different sizes, old tires, lengths of clothes line, beautiful junk such as wash tubs, old pots and pans and dress-up clothes, all extend play.

Art materials, tables for crafts, a carpenter's bench and tools should all be a part of a creative playground. Most creative playgrounds ignore this important ingredient, using as an excuse the lack of supervision. However, co-op committees can be formed to put out materials and tidy-up. Storage can be designed to be accessible for a child, and lockable when control is needed.

6. <u>Play houses, tree houses, sitting places, caves or nooks</u> made with stones, hedges, land molding, all contribute to social development. Structures and objects that invite doing things together and "let's pretend play", or just talking and doing "nothing", form important ingredients to creative playgrounds. This component is too often missing, and so often missed by the child who has so much to learn about social relations with his peers, with adults, and with himself.

7. <u>Physical development equipment</u> must be properly scaled to physical growth and ability. The choice of apparatus should aim to bring into play all parts of the child's body.

   (a) <u>Climbing</u>: Old fashioned jungle gyms have many good qualities. They can be scaled to any height; they encourage clambering up, weaving through and hanging down. Additions to jungle gyms can extend its value - knotted ropes, fireman's poles, boards for children to make platforms, etc., are all useful to add imaginative play to the purely physical.

   Tree houses and look-out towers that have many different methods of ascent serve the double purpose of physical and dramatic play. Many designed climbing structures look nice but are not constructed with the child's physical development in mind. They offer little challenge and limited muscular exercise, and take up too much space.

   (b) <u>Ropes</u>, trapezes, ladders, bridges (all rope or with wooden slats) - hanging knotted or stretched horizontally, all present excellent physical challenge. When combining age groups, different scale rope arrangements must be offered.

(c) <u>Slides</u> can be wide, embedded in a mound for safety's sake, incorporated with jungle gym climbers, have bumps or twist into a spiral; but all should have proper drop-off space (8" minimum) and, if steep a sand pit to land in. Here again, this type of apparatus should come in different sizes.

(d) <u>Swings</u>. If carefully made and properly placed, swings can be an asset to a creative playground. The rhythmic motion necessary to make a swing go is a physical development plus. It also has some emotional advantages as swings are often used as retreats or consolers. They should be placed to discourage running behind them. Pre-school swings are really useful as an aid in learning the physical co-ordination necessary to get on and off and to pump to make them go. These swings must be low enough with the proper rope length to be used by this short-legged, relatively unco-ordinated group.

8. <u>Gardening</u> is an excellent activity for learning and psychological satisfaction. Good soil, a sunny space and a source of water need to be alotted, and protected from trampling. Vegetables, sunflowers and other annuals make satisfactory gardens for impatient beginners.

9. <u>Group activity area</u>. Open space for casual games, essential for older children, should be laid out in such a way as not to interfere with constructive, quiet or creative play, and so as not to be dangerously close to physical activity apparatus. A flat area for ball or running games, volleyball and informal skating rinks in winter can be an important part of a creative playground.

It would add play variety for the older children and provide space for the occasional group activities of the younger ones. A creative playground that is completely cluttered with equipment does not recognize the school age's play pattern of switching from concentrated, constructive play to informal soft ball with the gang, and then back to the more complicated projects. Preschoolers also need running around space, trike paths and wagon play. The surface of this area can be asphalt or grass; even well-drained dirt will do as long as it is flat.

Creative playgrounds usually do not include regulation size sport facilities, but if they are in the close vicinity play variety is even further extended.

10. Site Design. The size, shape and layout of creative playgrounds can be as different as the individual children they serve or the topography of the land on which they are placed. To avoid rigid guidelines, some points to keep in mind when planning a creative playground are suggested:

(a) Size cannot be determined by square footage per child because the size must relate to the age, the size of group to use it at one time, and the activities selected to be included. A small, rather than a large, creative playground for preschoolers nurtures more social interaction, better co-operative play, more creative stimulation, plus ease of surveillance. A huge open area with sparsely dotted equipment tends to disperse play and leads to aimless running and screaming.

(b) Placement of Equipment. Physical development apparatus should be placed together, away from social, quiet or constructive play. They should be spaced so that children do not collide with each other or

the apparatus. Warning: Huge, space-consuming structures, even

when there is room, are not worth it from a physical development

point of view. Children use physical apparatus to test and stretch

themselves, to blow off steam and often just to perch upon, but

seldom for long periods at a time. If they have a choice, construc-

tive, creative and social activities will interest them more for

longer concentrated periods. Group activity areas should also be

separated physically or by a barrier to avoid conflict with more

sedentary play.

(c) Indoor Space. A creative playground's service to children is

   greatly enhanced by indoor space for rainy and cold weather. It

   should include a playroom, staff office, bathroom and storage.

There are some general considerations in the design of creative play-

grounds. Firstly, it is recommended that the play area itself be located in

close proximity to other activities and people, and this appears to be more

important than the natural landscaping in which it is placed.[47] Secondly,

a playground is a three dimensional solid. It should allow the child to go

up, over, across, and down - the range of experiences that a child enjoys.

For example, the child begins at ground level, climbs up a ladder to a tree-

house, swings across open space on a tire, and returns to ground level via

a slide. This is infinitely more exciting as a sequence of activities than

walking from one object or event to another.

47. Bishop, R.L. and G. Peterson. A Syntheses of Environmental Design
         Recommendations from the Visual Preference of Children, (Evanston
         Illinois: Dept. of Health, Education and Welfare, 1971), p.134.

For instance, no matter how limited the available resources, there
are certain ways of laying out playgrounds that provide a wide range of
possibilities:[48]

Linking. Literally this means connecting the elements together. You can

    link stepping columns, ramps, overlapping platforms, ladders. By

    linking you provide pathways that offer fascinating choices and innum-

    erable options. Through linkages, play becomes continuous. If you

    conceive of a playground as a single environment in which the activities

    of swinging, climbing and bouncing are experienced as they occur as one

    moves through the environment, as opposed to separating climbing from

    sliding, etc., then the playground becomes a setting for adventures.

Juxtapositioning. In addition to linking, there is the juxtapositioning of

    play elements. Proper juxtapositioning amplifies and reinforces the

    activity of each facility. For example, running down a hill develops

    momentum. If another hill is juxtaposed to the first, you provide an

    irresistable force which carries the child up one side and down the

    other - a reciprocal, pendulum-like action. Without the second hill,

    the amount of play value would be halved. (Spacing, of course, is im-

    portant: if the second hill is too far away the momentum from the first

    is lost.) When a child slides, he should land at the beginning of a path.

    Moreover, if a playground has a hill, build a slide into it, making the

    climb up and the slide down a more organic relationship.

48. Friedberg, Paul. p.8.

Observational Learning. By building up levels instead of leaving all activities on one horizontal plane as in traditional playgrounds, you also give children observation points for learning by example. Perches and vantage points for mixed age groups are especially valuable. Ideally the different ages avoid physical contact, but instruct one another visually.

Each facility should be multi-use and multi-purpose. For example, many of the play facilities can be used as links as well as for specific activities. A ladder can link a mound to a structure from which a swing can hang. The process of getting to the swing has as much play value as the swing and ladder themselves.

The excitement and use of a playground should last for years, if it is planned for adaptability and flexibility. A child exhausts the limits of the playground that cannot change with his changing skills, size and knowledge. After a cross-country survey of recently developed vest pocket parks, tot lots, and playgrounds, Clay wrote:

> "Something has gone wrong. After visiting over 200 parks we were constantly struck with how empty they were even on warm days when we expected them to be teeming."[49]

In order to prevent building a playground which will soon be empty, knowledge about learning patterns of youngsters should be reviewed and reflected in creative outdoor play areas whenever they are to be built. The following learning principles have implications:[50]

1. There is a natural desire in every individual to learn.

    Build upon the natural motivation and interest of youngsters.

49. Clay, N. Mini-Parks - Diminishing Returns, Parks and Recreation, 1971, Vol. 6., No. 1, p.23.
50. Miller, Peggy L. p.22.

2. Through doing, significant learning is gained.
    Individuals learn by active participation.

3. Through opportunities to perceive with all the senses -
    touching, tasting, hearing, smelling, and seeing -
    significant learning is gained.

4. When the individual deals with concretes, instead of abstracts,
    significant learning is gained.

5. When threat to oneself is low, learning is aided. A distinction
    should be made between "challenge" and "threat".

6. When the "whole" person is involved in an experience, learning
    is more lasting and pervasive.

7. Learning "in context" is more significant than learning
    "in isolation".

8. All learners are unique. They differ in learning ability, rate
    and style. Individual differences must be accepted and allowances
    made for them.

9. Each learner may facilitate the learning of another. Children
    learn from each other.

Children and youth should play an active and responsible role in designing,
constructing, and maintaining the creative playground. In so doing, they are
more likely to use, protect, and care for it, since it is a space for them, not
adults. Children should be able to interpret for themselves through opportunities
for individual choices, how the area and equipment will be used. Opportunities
exist for some structure and adult-directed activities but individual and group
child-directed free play should predominate.

An adult leader can bring a playground to life. If we look at countries such as Denmark, Sweden, Switzerland and Britain, they place a high value on qualified playground leaders.[51] They are paid well and considered to be as necessary to the play environment as the structures or equipment. The play leader may be described as a kind of playground host, for it is his or her job to see that the children have a good time. His role is not an easy one. Play is the business of children themselves. They neither want nor need adult attempts to tell them how they should play. At the same time a play area needs someone to watch over it otherwise troubles might arise. In a limited space total freedom can quickly become self-defeating.[52]

The point that must be impressed on a leader's mind is that the initiative must come from the children. The leader can make suggestions but must never demand. He must obtain the tools and materials needed or requested by the children but he must at any moment be prepared to give way to new activities.[53] To organize and arrange highly structured, well-planned programs is to stifle imagination and initiative, thus precluding children whose lively curiousity constantly demands new outlets.

The most difficult part of a leader's job consists of practising purposeful non-intervention.[54] Situations arise when it would be much easier to interfere and give orders. Noise and untidiness must be accepted as the natural order of things. Most situations are best left alone to work themselves out. But there are moments for asserting authority which must be recognized and acted upon quickly.

51. Lady Allen of Hartwood. Planning for Play, (London: Thames and Hudson, 1968) p.85.

52. Lambert, Jack. Adventure Playgrounds, (London: Jonathon Cape Ltd., 1974) p.173.

53. Benjamin, Joe. p.12.

54. Lambert, Jack. p.19.

"We plead for sensitive supervision of children because we have so often seen the boredom, destructiveness, danger and abuse that emerge in its absence."[55]

But let supervision be both responsible and enthusiastic. A playground with half-hearted or over-worked leaders is no more excusable than an indoor classroom with half-hearted, over-worked teachers. It seems apparent that children will play whether or not there is a leader present. But play picks up when there are adults around who help children turn ordinary matters into "yeasty experiences".[56] A competent leader can prevent or alleviate to some degree the boredom that can arise when children are not feeling stimulated by their environment.

The most effective method would be to catch the syndrome before it spreads too far by being sensitive to the prevailing mood. This will enable the leader to facilitate a change or introduce a new activity before the children lose complete interest. It must be stressed, however, that the initiative should come from the children and leader should only be there to facilitate when the children are not able to do it themselves.

This section has looked specifically at creative playgrounds. It has outlined some of the inherent concepts and analyzed the components of this type of play environment. The role of the playground leader on a creative playground was examined and described.

The foregoing chapter has looked at the theory with regard to play and playgrounds from a philosophical, general point of view to a technical and specific point of view. The leadership training program also follows this example and the underlying basis from which it was developed lies herein.

55. Stone, Jeanette. p.47.
56. Stone, Jeanette. p.22.

The following chapter contains a detailed outline of the methodology used in designing, implementing, and evaluating this program. It is written with a view to its applicability to training programs in general.

CHAPTER THREE

THE METHODOLOGY:

DESIGN OF TRAINING PROGRAM AND EVALUATION COMPONENT

The model used in developing this program emphasizes that the social

and affective aspects of training (or education in general) are as important

as the content of the sessions. This relates very closely to the confluent

approach to education. That is, an emphasis on the integration of both the

cognitive and affective levels, as opposed to separating them into two dif-

ferent categories.[57] Studies have shown that interactions between people

and changes in their awareness, attitudes and feelings, are at least as

important learnings as the actual content.[58]

The planning, implementation, and evaluation of a training program all

require a great deal of thought and attention. The effectiveness of any

training program will be enhanced if basic principles of learning are con-

sidered from the outset. H. Dimock in How to Plan Staff Training Programs

points out that the major factor that influences the success of a training

program is:

57. My concept of confluent/affective education as used here is based
     on the following reading in the area:
     Castillo, Gloria. Left-Handed Teaching. (New York: Praeger
          Publications, 1974). p.17-49.

     Hilman, Aaron. Concepts and Elements of Confluent Education.
          (California: Confluent Education Development and Research
          Center, Dec. 1975).

     Simpson, Elizabeth L. "The Growth of Confluent Education",
          Journal of Clinical Child Psychology, Fall, 1976.

58. James A. Belasco and Harrison M. Trice. Assessment of Change
     in Training and Therapy, (New York: McGraw Hill, 1969).

"the degree to which the learners participated in the program. By participation I mean the extent to which they were actively involved in making decisions about what they would do in the program and then were actively involved in taking responsibility and carrying out activities related to their own learning. The training methods were not at all as important as a training design which encouraged the active participation of the learners."[59]

This principle can be applied in designing, implementing and evaluating any training program.

This leadership training program is intended for high school students interested in general leadership skills and particularly in working with children on a creative playground. The course itself would be useful and easily adaptable for the leader in any organization in which persons come together in groups to achieve their objectives. It is immediately obvious that this includes most organized activity in our society. Leadership training is especially timely since most people find themselves members of a series of different groups and experience a variety of changing group relationships.

It was decided that the high school students would be treated as adult learners who could contribute significantly to their own learning by being part of the process. For that reason the methodology is based upon the modern practice of adult education as defined by Malcolm S. Knowles[60] in his book The Adult Learner - A Neglected Species. It employs the following principles for the development of the desired attitudes, knowledge and skills:

1. Establishment of a climate for learning. Group leaders must feel accepted and display genuine acceptance of group members if significant training is to occur.

2. Self-diagnosis of learning needs. The involvement of the group member in diagnosing his own learning needs is the key to his participation in the training experience.

59. Dimock, Hedley G. How to Plan Staff Training Programs, (Montreal: Sir George Williams University, 1973). p.2.
60. Knowles, Malcolm S. The Adult Learner - A Neglected Species, (Houston: Gulf Publishing Co., 1973).

3. Defining training objectives. Each unit of training should be
    defined in specific behavioural terms so that everyone knows what
    should be taking place and it is then easy to evaluate the success
    of each training unit.

4. Skill acquisition. The participants should have ample opportunity
    to experience, experiment and try out their learning. This is the
    only way the material becomes internalized and integrated.

5. Evaluation and re-diagnosis. Learning is a continuing process. It
    is important that at the end of each session the participants be
    asked to evaluate their learnings and to reassess their training
    needs. The above sequence of steps would then be repeated.

It is important to understand that each step is an ongoing process. For
example, one does not stop working on establishing a climate for learning.
Maintaining a climate of acceptance and affection requires continuing atten-
tion; it cannot be done once and then forgotten. Similarly, diagnosis is also
a continuing process and leaders should feel free to modify the training to
meet changing needs as they become evident. A rigidly designed program might
be well thought out but if it is not flexible enough to meet the needs of the
participants, it will be unsuccessful.

Keeping the above principles in mind, the major steps in developing a
training program are:

1. Determining training needs and objectives.

2. Developing a training design.

3. Preparing and conducting the program.

4. Evaluation.

1. Determining training needs and objectives.

The recognition of the need for training can come from a number of differ-
ent sources. In this case there were three. The first was the school adminis-
tration who indicated there was a substantial lack of knowledge and skill with

regard to leadership among their students. This was particularly apparent by observing those in leadership positions within the school. The second source recognizing a need for this kind of training came from some of the parents of children at Elbow Valley Elementary who indicated they would like to see qualified leaders on the playground so that they would feel confident about letting their child play on the playground at times other than during school hours. And the third source was the Recreation Board of the Municipal District of Rockyview and the Creative Playground Committee who were anxious to extend and expand the use of the playground by having trained leaders present.

> "Basically, training needs may be determined by finding out what
> is going on now and matching this with what should be going on
> now or in the future."[61]

Once the descrepancy between "what is" and "what should be" is perceived, the training needs come into focus and the overall goals can be determined.

The main purpose of this course is: to develop leadership qualities in a group of adolscents based on the premise that to become a good leader, a person must gain knowledge and understanding of himself and others.

The educational objectives are related to this purpose and should broadly and succinctly specify the desired outcomes. The specific objectives would further break that down and should be expressed in behavioural terms. If objectives are specific and clear, they will set the stage for developing the content and provide the basis for evaluation. The educational objectives for this course are: to promote individual growth; to encourage individuals to discover and test their own attitudes and values regarding leadership; to understand the concept of leadership; to experience a leadership role; and, to introduce skills with a life-time carry-over value.

61. Johnson, Richard B. "Determining Training Needs", Craig, R.L. and L.R. Bittel (eds.), Training and Development Handbook, (New York: McGraw Hill, 1976). Chapter 2.

It is very important to consider the eventual evaluation of the total program when the goals and objectives are being determined. Considering what is going to be evaluated, and how, at the start, forces us to specify the aims of the program in measurable terms.

2. Developing a training design.

Once the training needs have been identified, and the goals and objectives of the program have been established, the training design is the next step. Basically, by organizing questions around who, what, where, when and how, the training design can be developed. Some questions that need to be asked at this point are: How many sessions do we need to have for participants to learn the material? What will be the content of each individual session? Is there a logical sequence to the program? What training methods can best be used to get information across? In what specific learning activities will the group participate? What needs to be evaluated, how and when? What additional resource materials or persons will be needed?

In addition to these questions, Hedley Dimock outlines four major factors to be considered in developing a training design:[62] sequence, rhythm, variety, continuity. There needs to be a logical or psychological sequence to the program. This program began looking at leadership in very general terms and logically and progressively became more specific. It also dealt with affect initially in a very safe, non-risky manner and moved towards more openness and risk-taking.

Rhythm is another important factor, in that activities should have a flow and movement that is fun and easy to follow. The techniques and methods utilized to present material should be varied in order to stimulate interest and provide a change of pace. This is demonstrated in the description of each session.

62. Dimock, Hedley. p.10-11.

Finally, there should be continuity between sessions, especially when there is a time gap between them. An attempt has been made to connect sessions by asking for a brief review of what transpired at the last session or asking for questions arising from the last session.

Identifying training resources is another important step in the process. Arrangements had to be made, for example, for someone with expertise in the areas of games and arts and crafts to deal with those sessions. Physical resources must also be considered. The type of meeting room space is important and should be conducive to the type of program that is being run. A small informal room with a blackboard was available for our use. It contained sectional tables which could be split apart for dyadic or triadic interaction and pulled together for the whole group to assemble.

In the process of looking at resources, constraints may well be identified. In this situation we had two constraints. The first was that the course had to be finished by June 8th because the school administration did not want any activities going on while the students were writing exams. The second dealt with the time slot for the course. It was necessary to fit the course into the noon hour as opposed to running it after school to avoid problems with transportation since most of the students are bused. There was also concern about limiting the number of students allowed into the course but there was no problem as only six students indicated an interest.

3. Preparing and conducting the program.

Preparation includes charting each session, arranging for space and materials, establishing times and dates and co-ordinating resource people. Most of the considerations involved in conducting the program have already been

mentioned. Other aspects are beginning and ending the sessions on time,
building in a considerable amount of time to allow for flexibility and changes
and providing time for feedback.

4.   Evaluation.

Although evaluation is customarily left to the last part of a program
planning sequence, it should be clearly visible throughout the process. For
example, if the objectives of the program are not spelled out clearly and
specifically at the beginning, evaluation in terms of whether a program has
in fact done what it is supposed to do will be very difficult. If the program
structure is kept flexible, content or methods can be revised on the basis
of the input received from participants as the program progresses. This type
of continuous evaluation is desirable as much time and energy can be saved
if the program is evaluated and revised as it progresses, rather than waiting
until its completion to determine its strengths and weaknesses.

In order to evaluate in a meaningful way it is important to know what it
is that assessment is directed toward. Evaluation needs to be carried out in
terms of the effectiveness of the program, methodology, and design; the response
of the participants as well as the accomplishment of objectives.
For example: What new knowledge was acquired as a result of the program?

How well did the participants like the program?

What did they like and dislike about it?

Are there any identifiable results from the program?

Were the goals and objectives met?

The methods of evaluation fall into several common approaches.[63] One can observe what happens in the sessions, observe or explore differences in behaviour before and after, ask the participants to report on the experience through questionnaires, individual and/or group discussion, or testing knowledge and skills. Combinations of the above methods are most useful both during and at the conclusion of the program. In this program there were two formal evaluations carried out in which the participants filled out a questionnaire. (See Appendix I <u>Session Four</u> [2] and Appendix I <u>Session Eight</u> [2] for samples.) This took place at the end of the fourth and last sessions. In addition to these a five minute informal discussion was held with the group at the end of each session to determine if their needs were being met or if they wanted to change directions in any way. Asking for participant input also encourages a sense of individual involvement and commitment to the program.

The following chapter contains an outline and description of each session.

63. Knowles, Malcolm. <u>Self-Directed Learning: A Guide for Learners and Teachers</u>. (New York: Association Press, 1975). p.112-128.

CHAPTER FOUR

THE LEADERSHIP TRAINING PROGRAM

COURSE OUTLINE

MAIN PURPOSE:

To develop leadership qualities in a group of adolescents which they can use in a creative playground. This course is based on the premise that to become a good leader a person must gain knowledge about himself and others and this course has been designed to set up situations where the participants can grow themselves in an experiential way through interaction with others.

EDUCATIONAL OBJECTIVES:

1. To promote individual growth.

2. To introduce skills with a life-time carry-over value.

3. To encourage individuals to discover and test their own values and attitudes regarding leadership.

4. To understand the concept of leadership.

5. To experience a leadership role.

SESSION ONE: INTRODUCTION

SPECIFIC OBJECTIVES

1.   To begin the process of getting acquainted with the instructor

     and better acquainted with each other.

2.   To create a climate for learning.

3.   To help participants begin to interact by beginning to share ideas,

     feelings, and values through looking at some aspects of leadership.

4.   To help each participant explore his/her ideas of leadership as

     clues to his/her training needs.

LEARNING EXPERIENCES

1.   Introduction of instructor, course, and students.
     (TIME: 10 MIN.)

     a)   Present something of self which student can relate to.

     b)   Describe course outline and show where they will have an impact

          on it.

     c)   Have students give their names and a statement about themselves.

2.   Climate Setting exercise or warm-up.[64]
     (TIME: 35 MIN.)
     (See description - Appendix Session One - I)

     An exercise to allow students to loosen up and begin interaction

     with each other and the instructor.

64. Training Volunteer Leaders, (New York: National Council of Young Men's
          Christian Associations), p.12.

3.   Where Do I Stand?[65]   - Exercise.
     (TIME: 35 MIN.)

     - Questionnaire and discussion.
       (See description - Appendix Session One - II)

     - A way for participants to begin focusing in on their own ideas

       and attitudes about leadership and to see what they want to learn.

4.   Expectation Questionnaire.
     (TIME: 10 MIN.)

     Participants are asked for feedback from this first session and then

     asked to describe what they want to learn.
     (See Appendix Session One - III)

65. Ibid. p.17.

SESSION TWO: THEORY OF LEADERSHIP

SPECIFIC OBJECTIVES

1. Continue to set a climate for learning.

2. To raise level of knowledge regarding leadership.

3. To look at one aspect of leadership: status, power and influence.

4. To help participants become more clear in their group goals and give practise in writing goal statements.

LEARNING EXPERIENCES

1. Brief review of last session - deal with any questions raised. (TIME: 5 MIN.)

2. Role play exercise - warm-up as well as: (TIME: 35 MIN.)

    a) To reveal the status, power and influence group members tend to give members they wish to keep in the group.

    b) To reveal how group members tend to treat a person who is considered not very important to the group. (See Appendix Session Two - I)

3. Hand out list of leader functions:[66] (TIME: 30 MIN.)

    a) Helping the group get organized.

    b) Helping members to be more effective as persons and as group members.

    c) Helping the group develop its program.

    d) Helping the group to be more effective as a group.

    e) Helping the leader to grow as a human being.

66. This list is based on the work done by the Y.M.C.A. in their Training Volunteer Leaders Manual. It relates directly to the author's confluent approach to this topic and is thus a most appropriate list of leader functions for the purposes of this course.

Mini-lecturette and discussion of leadership theory.

1) Go over list and ask for or provide the knowledge and

skills related to each function.

2) Talk about "What is leadership?", "What makes a leader?"

4. Developing goal statements.
(TIME: 10 MIN.)

The participants are asked to formulate goals for this group.

They are given a method and some guidelines to use in completing

the task. They will be working on this in dyads outside of group

time and will present their statements at the next session.
(See Appendix Session Two - II)

5. Feedback Discussion: Are needs being met?
(TIME: 10 MIN.)

Where would you like to go from here?

SESSION THREE: GOALS AND FUNCTIONS

SPECIFIC OBJECTIVES

1. To help participants become more clear about the process or method of formulating goals for a group.

2. To introduce some of the difficulties in communication.

3. To discover the leadership functions each seems to perform most easily and well.

4. To become more understanding and aware of the range of leadership functions.

5. To practice listening skills.

LEARNING EXPERIENCES

1. Dyads present goal statements.
    (TIME: 20 MIN.)

    Discuss statements and analyze process of formulating statements.

    Discuss exercise.
    (See Appendix Session Two II)

2. A fun exercise called "An Experience in Listening."[67]
    (TIME: 25 MIN.)
    (See Appendix Session Three - I)

3. A discussion and presentation on communication focusing on barriers
    to communication and listening skills.
    (TIME: 20 MIN.)
    (See Appendix Session Three - II)

4. Hand-out list of "Task and Maintenance Functions".[68]
    (TIME: 15 MIN.)

    Mini-lecturette: Go over above list and provide examples, answer
    questions.
    (See Appendix Session Three - III)

67. Y.M.C.A. Volunteer Training Handbook, p.56.
68. Ibid., p.50.

5. An exercise in dyads to look at functions the individual rarely

    plays and some of the possible reasons. Also to practice listening

    attentively.
    (TIME: 25 MIN.)
    (See Appendix Session Three - III)

6. Feedback Discussion:
    (TIME: 5 MIN.)

    This will follow logically from the discussion included in the

    above exercise. How group is feeling about the group and about

    what is taking place.

SESSION FOUR: GROUP PROBLEM SOLVING

SPECIFIC OBJECTIVES

1. To analyze some aspects of co-operation in solving a group problem.

2. To sensitize participants to behaviours which may contribute toward
   or obstruct the solving of a group problem.

3. To plan, within stated parameters, the next four sessions.

4. To evaluate the past four sessions.

LEARNING EXPERIENCES

1. Deal with any questions arising from previous sessions or any unfinished
   (TIME: 5 MIN.)
   business.

2. Discussion about co-operation and problem solving:
   (TIME: 15 MIN.)
   What does it mean?

   What are the essential components for successful group co-operation

   and problem solving?

3. Broken Squares: Non-Verbal Problem Solving Exercise.[69]
   (TIME: 15 MIN.)
   (See Appendix Session Four - I for full description.)

4. Layout general direction of next four sessions:
   (TIME: 15 MIN.)
   Focus on leadership skills appropriate on a creative playground and have

   group suggest activities or suitable learning experiences.

5. Hand-out evaluation forms. Discuss the past four sessions.
   (TIME: 10 MIN.)
   (See Appendix Session Four - II)

69. Pfeiffer, W.M. and John E. Jones. (ed.): A Handbook of Structured
    Experiences for Human Relations Training, (California: University
    Associates Publishers Inc. 1974). Vol. 1, p.25.

SESSION FIVE: OBSERVING AT A CREATIVE PLAYGROUND

SPECIFIC OBJECTIVES

1. To gain knowledge and understanding of children playing on a creative playground through observing and talking with children and discussion with their physical education teacher.

LEARNING EXPERIENCES

1. Meet with physical education teacher, Mr. Keith Brind, to discuss (TIME: 15 MIN.)
the facility and how it is used.

2. Observe children at play during the noon hour. Walk around and (TIME: 25 MIN.)
talk to the kids.

3. Discuss observations:
(TIME: 35 MIN.)
- Relate own experiences as a child playing on a traditional playground to the creative playground.

- Look at developmental opportunities:

a) Physical development

b) Social interaction

c) Cognitive growth

d) Psychological development

- Discuss ways and means and possibilities for involvement by a playground leader.

SESSION SIX: GAMES

SPECIFIC OBJECTIVES

1. To become familiar with the purpose and use of games and the
    methodology for teaching games.

2. To experience a game teaching situation by teaching a game to
    one's peers and then examining the process.

LEARNING EXPERIENCES

1. Program turned over to guest speaker.
    (TIME: 20 MIN.)
    Mr. Bill Fraser from City Parks and Recreation Department,

    Supervisor of Community Leadership talks about games and how

    to teach them.

2. Two participants each teach a game in a role play situation.
    (TIME: 40 MIN.)
    a) A game called SWAT to six year olds. b) A game of three-

    legged soccer to twelve year olds.

3. Discuss the process both from the leader and player point of

    view.
    (TIME: 30 MIN.)
    Look at ways of improving teaching abilities.

4. Summary: How games can be used on a creative playground and

    for a summer playground program.

SESSION SEVEN: ARTS AND CRAFTS

SPECIFIC OBJECTIVES

1.   To become familiar with appropriate arts and crafts programming
     for a playground.

2.   To learn techniques for teaching arts and crafts with an emphasis
     on promoting creativity in others.

3.   To learn how to be flexible in programming and be creative in
     using materials at hand.

LEARNING EXPERIENCES

1.   Program turned over to guest speaker.
     (TIME: 40 MIN.)
     Ms. Wendy Johns, District Recreation Supervisor, City Parks and

     Recreation Department:

     a) To talk about arts and crafts on a playground.

     b) To demonstrate some possible projects and a method of teaching.

2.   Exercise in creative use of materials.
     (See Appendix Session Seven)

3.   Question/Answer Session and Discussion.
     (TIME: 10 MIN.)

SESSION EIGHT: CONCLUSION

SPECIFIC OBJECTIVES

1. To make a leader aware of the variety of leadership styles that
    are used and to give some opportunity to examine one's own lead-
    ership style.

2. To bring the program to a conclusion by:

    a) Summarizing with the participants what took place in the
       past eight sessions.

    b) Dealing with any questions or unfinished business on content
       or process.

3. To critically analyze the course in terms of strengths, weaknesses,
    and evaluate the outcomes.

LEARNING EXPERIENCES

1. Hand out and exercise called <u>Select your Leadership Style.</u>[70]
    (TIME: 30 MIN.)
    (See Appendix Session Eight - I)

2. Discussion to bring program to a conclusion:
    (TIME: 25 MIN.)
    - Summarize past sessions and discuss highlights.

    - Deal with any questions on either content or process.

3. Hand out final evaluation and discuss.
    (TIME: 20 MIN.)
    (See Appendix Session Eight - II)

4. Formally end the course.
    (TIME: 5 MIN.)

5. Informal period with refreshments.
    (TIME: 30 MIN.)

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70. Adapted from materials used by <u>Leadership Resources Inc.</u>, and the
     <u>American Management Association.</u> p.185-187.

CHAPTER FIVE

CONCLUSIONS

The intent of this chapter is to integrate what the students learned, what the literature stated, and what the author found and to draw some parallels and conclusions.

To briefly review the foregoing: the value of creative play and the philosophy of creative playgrounds was expressed. Based on the premise that creative play environments can be augmented and enhanced by having qualified or trained leaders present, a leadership training program was designed. It was developed to familiarize high school students with the type of leadership role appropriate for creative playgrounds. It utilizes the principles of confluent learning in that it attempts to integrate the affect and the content portions of the learning process into one internalized package. The student not only cognitively knows what steps to take but he feels they are the right steps.

As social workers we have an enormous amount to offer this field of study. We are experienced and equipped to work with communities wanting to build creative playgrounds and to individuals wanting to work with children in these playgrounds. The underlying assumption here and in this study has been that creative play environments play an important part in a child's development and have an impact on the type of adult he becomes. Therefore, it is vital that these play environments be designed and developed with the whole child in mind. A social worker is in the unique position of being accustomed to looking at the whole child in relation to his environment.

There is a tendency for recreation workers to look at the physical side, educationalists to look at the cognitive component, and architects to be primarily are concerned with the environmental features. The social worker has the ability to integrate the child and the environment and to see the processes and outcomes more clearly because of her professional vantage point.

Thus social workers could work in high risk communities in an attempt to overcome some of the prevailing social problems by making the playground become a viable, preventive alternative to children learning how to become adults. For communities wanting to plan and build creative playounds, the social worker could act as the facilitator or consultant to the group. With knowledge of community planning and processes as well as an understanding of the concepts and value of creative playgrounds, the social worker is in a unique position to assist these community groups. The social worker could also take an advocacy role on behalf of the child. The function in this case would be to express and demonstrate the child's needs in terms of play space to developers, planners and municipal, provincial and federal governments involved in housing and land use planning. Another possibility for the social worker would be as group leader and facilitator to a mother's group or parents' group. They would observe their children on the playground and use this information as a basis for discussion and learning. Perhaps an even more creative approach for the social worker would be to use the playground as a part of working with families, individuals, or couples in order to help them get in touch with their own creativity.

In terms of training individuals to work in these playgrounds, as has been demonstrated by this project, the social worker has considerable expertise. Who better could design and implement a course than a social worker who not only knows and understands principles of learning relating

to staff development and supervision but is knowledgeable in the areas of group process and group dynamics. The course designed for this project has as its purpose training young people in leadership skills generally and then to further specialize those skills for training effective leaders in a creative playground setting. The basic premise in the course was that in order to become better leaders they must gain a better understanding of themselves as individuals first and themselves in relationship to others second. The leadership skills follow from that.

From the responses to the expectation questionnaire (see Appendix II Part I) it seems the participants also saw the need to not only learn leadership skills but also to understand or get to know themselves better and to understand others. The course thus developed in this vein. Each skill that was presented was related back to their own understanding of themselves. The group itself was used to show them how a group can develop along the following areas: helping the group get organized, helping members to be more effective as persons and as members of groups, helping the group develop its programs and helping the group to be more effective as a group.

The learning was primarily experiential and it seems from some of the comments (see Appendix II, Part 2, Part 3 & Part 4) that they would have liked even more opportunity to experience a leadership role particularly with children. Perhaps in the future it should somehow be arranged that they can actually work with children. It did not seem to be enough that they simulated it through role playing.

There was a lot of emphasis in this course on personal growth and group process; it seemed to fit for this group as they saw the parallels

between that kind of awareness and leadership. The participants seemed to really feel that it was the combination of understanding themselves and learning leadership skills that would make them better leaders. In writing goal statements for the group each dyad referred to that combination or integration of knowledge of self and skill components in some way as their goal. (See Apependix II, Part 2.)

By the forth session they generally seemed to feel they had acquired some skills that were important for leading. (See Appendix II, Part 3.) At this point, they seemed to have integrated individual growth and leadership development and saw one as merely an extension of the other. They no longer separated them into distinct categories of "learning about myself" and "being a better leader" but referred to it as "applying what I am in order to be a better leader".

This was the beginning of the integration of the cognitive and affective components of the course. They started to relate the skills and knowledge to the feelings and in time would see that one would be incomplete without the other.

The second half of the course dealt more specifically with leadership on a creative playground. Whereas the first half dealt primarily with individual and group growth with the experiential learning of leadership skills as the tool, the second half dealt with specific skills for playground leading and the learning experience was using what they know about themselves to practice the skill. Thus the focus and method were reversed from the first half to the second half. The group perceived this change as a desirable one, they were ready to be more skill oriented and had the confidence to use themselves to learn. In addition to the evaluation of the first half of the course there should have been a written evaluation of just the second half as well as the final evaluation

which looked at the whole course. This would have provided a better comparison between each half.

The final evaluation attempted to look at two areas; the course itself and what the participants learned or got out of it for themselves. (See Appendix II, Part 4.) They felt for the most part that by defining the goals for themselves early in the course that they knew where they were going in the end. This seemed to make the purpose and the process clearly visible to them. Each participant seemed to feel quite confident and able to be a playground leader and also felt that they developed the leadership skills they needed. In addition they felt they learned about themselves and others in the group. They all felt quite satisfied with themselves, their group, and the course. Their main criticism was that they wanted more opportunities to try out and practice their skills and for the course to have been longer.

It is also important in any evaluation to consider to what extent the educational objectives were met. The first objective in this course was to promote individual growth, and this definitely occurred. Everyone of the participants gained knowledge and self-awareness through the course. The second objective, to introduce skills with a life-time carry over value is very difficult if not impossible to assess. What this really means is that the objective itself is somewhat unrealistic. For the future it must be kept in mind that objectives should be measurable and obtainable to be of value. The third objective, to encourage individuals to discover and test their own values and attitudes regarding leadership was quite easy to observe. Each participant had the opportunity and motivation to do this. The fourth objective, to understand the concept of leadership, is basically a cognitive component and in varying degrees each participant learned something about the concept of leadership. The fifth objective is the experiential side of the previous objective, that is to experience a leadership role. The main criticism of the course is that they did not have

enough opportunity to do this. The role plays and simulation exercises did not give the participants enough experience to satisfy this objective adequately.

Through a critical appraisal of this project there are implications for further study which come to the fore. This project only looked at the fole of the social worker in terms of a creative playground in a training/leadership capacity. The other possible roles mentioned previously in this chapter might also be tested and examined in a research project to further demonstrate the value of creative play and playgrounds and its relationship to social work. Hence this study is only a beginning look at the parameters in this area and more detailed examination would be valuable. For the social worker it provides the opportunity for the creative use of self in the profession.

Throughout this paper an attempt has been made to look at the contribution that social work could make to this area. In the past, social workers have been concerned primarily with the treatment of social problems by dealing with them after the fact. Traditionally, our role has been helping the individuals, families or groups who are the victims of social problems. Is it not time to go beyond the victims and look at the problems themselves?

Recently there has been a movement towards prevention. In order to see that movement through we must get away from an illness or sickness model and turn to a health or growth model. This project represents such a transition. We need to start with healthy children and insure that their environments will allow them to grow up to become healthy adults. In this author's opinion, this is a social worker's mandate. This project has looked at one small part of a child's environment - a playground - and has suggested that with the appropriate equipment and qualified leaders, a child can learn to cope, to stretch himself physically and mentally, to relate to others, and to enjoy life which forms the framework for becoming a healthy, well-adjusted adult.

As social workers, we must step beyond that distinct black line rigidly defining our practice if we really want to be change agents and have an impact

on our society. Because of our training, there are many fields and professions besides the ones I refer to in this paper that would benefit from involvement with us. It will only be through interdisciplinary involvement that real gains will be made in solving and preventing social problems and making this a better world for all of us.

APPENDIX I: SESSION ONE

I. CLIMATE SETTING EXERCISE

A series of three statements are read to the group. Each member is to station himself in one of three spots in the room according to which statement is the most important to him. The sub-groups then discuss for five minutes reasons for their choice. This is repeated for each of the following five sets of statements:

1. To like myself.
   To be well known.
   To be unafraid.
2. To have good self-discipline.
   To be part of a family.
   To know I'm capable.
3. To be well-liked.
   To be free from having to obey rules.
   To be in a position to tell others what to do.
4. To be alone sometimes.
   To be affectionate and close with people.
   To guide and teach others.
5. When I was a kid I wanted one of my parents to -
   - spend more time with me.
   - allow me more freedom.
   - show more affection towards me.

The group then reassembles for open discussion during which the group should be encouraged to suggest their own learnings. The following questions can be used as a guideline or to give some direction to the discussion:

a) Do you know the others in the group better now?
b) How did it feel to find yourself the only one in your group?
    Did you stay alone, or did you shift to another group?
c) Were you meeting the same people in different groups?
    What were your feelings on this?
d) Did you find yourself with the largest group? How did this feel?
e) Did you find you were evading the hardest sentences and taking the
    ones less risky for you? Or were you deliberately picking out the
    risky ones to take on in a group?

SESSION ONE APPENDIX I CONT.

II. <u>WHERE DO I STAND?</u>

The participants are asked to check the statement with which they agree

most. These are thought-provoking questions to enable you to examine your own

attitudes.

1. The most important factor in the group's effectiveness is the wisdom of
    the leader.
    Agree   Unsure   Neither

2. The most important factor in the group's effectiveness is the ability of
    each member to make his maximum contribution.
    Agree   Unsure   Neither

3. Goals set by the total group in the long run will be best for the group.
    Agree   Unsure   Neither

4. Often the leader knows better than the group what goals the group should
    achieve.
    Agree   Unsure   Neither

5. The most effective group is the one which each member feels free to lead.
    Agree   Unsure   Neither

6. All groups need a single leader.
    Agree   Unsure   Neither

7. The leader must retain some authority over the group.
    Agree   Unsure   Neither

8. Authority is rightly the property of the total group.
    Agree   Unsure   Neither

9. The leader loses his effectiveness if he allows his ideas to be challenged
    too often.
    Agree   Unsure   Neither

10. An effective group is one whose members are always free to challenge the
    leader.
    Agree   Unsure   Neither

11. A leader should try to minimize status differences between himself and the group.
Agree   Unsure   Neither

12. A leader should have more status and prestige than group members.
Agree   Unsure   Neither

13. Most people are too uninformed to make a contribution to a group discussion.
Agree   Unsure   Neither

14. Every member should be considered a potential contributor to a group discussion.
Agree   Unsure   Neither

15. A leader should welcome dependence upon him and use it to teach the group.
Agree   Unsure   Neither

16. A leader should try to decrease dependence upon him.
Agree   Unsure   Neither

17. A leader should hold on to his power if he uses it wisely and justly.
Agree   Unsure   Neither

18. If the leader has power over the group then members will not participate as freely as if he did not.
Agree   Unsure   Neither

19. People learn to be dependent, but also desire freedom from direction by others.
Agree   Unsure   Neither

20. People are basically dependent and want their thoughts to be directed by those who know more.
Agree   Unsure   Neither

Triads are formed to compare responses. Try to get agreement on one answer in your group either by changing the statement or getting someone to change their response.

Groups report back to the whole group the numbers of statements with which they agree. Discussion questions:

    a) How did you get someone to change their answers? How did you go about changing the statement?
    b) How did it feel to change answers after group pressure?
    c) How did the group react if someone else didn't want to change?
    d) What learning needs are suggested by this experience?

<u>SESSION ONE APPENDIX I CONT.</u>

III. <u>EXPECTATION QUESTIONNAIRE</u>

     1.   What are your expectations for this course?

     2.   What do you want to learn?

     3.   How do you feel about what happened today?

APPENDIX I: SESSION TWO

I. Role play of a school committee meeting.

ACTORS: 1 Chairman

3 Committee Members

2 Late Comers

1 Observer

Briefing to committee:

You have to decide on a year end activity for the school which is a very
important decision. You are going to start your meeting even though two
of your members are absent. One of them is highly regarded by the group.
She is an important person in your school and you feel honored having her
working with your group. The other person is a newer member and there was
some opposition by group members to inviting her to work with the group.
The respected older member will be sitting on the right and the newer member
on the left in the empty seats. The group is to arrive at a decision in ten
minutes. If a decision is made before the late members arrive the chairman
will review the committee's action.

Briefing to late comers:

The group is trying to decide on a year end activity. Each of you think of
two alternatives with good reasons for each. When you go back to the group
in five minutes, each of you is to choose a decision which differs from the
group's or the way the discussion is going. You are to press hard for your
choice or for a re-opening of the issue if a decision has already been made.

Briefing to observers:

a) Note the number of remaks made to each of the late arrivals.

b) The kind of remarks made to each of the late comers.

c) The apparent effect of the remarks made to each of the late comers.

SESSION TWO - APPENDIX I CONT.

Discussion and analysis with total group.

GUIDELINE QUESTIONS:

a) With each late arrival: How do you feel about your membership with this group? How do you feel about the group? and the group's decision? Is there any question the others want to ask these two?

b) With the committee members: How do you feel about the late arrivals? Are you happy with the group's decision?

c) With the observers: Report the number of remarks made to each. Report whatever you can about the general style or nature of remarks made to each. Report the apparent effect of these remarks.

d) With the whole group: What can we learn from this experience? Have any of you ever experienced anything similar? How does this apply to you?

II. DEVELOPING GOAL STATEMENTS

 - Individuals are asked to complete the following statements:

    1. I came to this group because...

    2. This group aims to...

    3. I wish this group would...

    4. I want our group to become...

 - They choose a partner and use this data for developing what they feel would be goal statements for this group. This work is done on their own time. At the next session the three groups put their goal statements on the board. These are discussed and the process that the dyads underwent to formulate the statements is analyzed.

APPENDIX I: SESSION THREE

I.   An Experience in Listening

Participants are asked to listen carefully and follow some instructions. The instructions will not be repeated and will be given fairly fast.

INSTRUCTIONS:

a)   Place a sheet of paper before you as you would for writing a letter.

b)   Draw a line across the top of the paper parallel to the top about one inch from the top.

c)   Draw a second line across the top of the page parallel to the first line and about 1/2 inch below the first line.

d)   Draw a third line the length of the page parallel to the left side of the page and about one inch from the left side.

e)   Draw a fourth line parallel to the third line and about 1/2 inch to the right of the third line.

f)   In the small upper left-hand space, write the word "Alberta".

g)   In the larger upper right-hand space, write the word "Canada".

h)   In the small square, print a small letter "d" upside down.

i)   Fold the paper three times and sign your name.

j)   Exchange papers by passing to the left.

k)   Open the paper. If anyone thinks he has a correct paper, raise your hand.

The sum-up of this exercise will lead into the presentation and discussion on communication.

II. Barriers to effective communication hand-out is part of the presentation and discussion on communication problems.

FORM FOR BARRIERS TO EFFECTIVE COMMUNICATION

Poor communication is often the result of multiple factors. However, please indicate below the five items which you believe are the most serious barriers to effective communication in groups.

1. Sender has poor knowledge of subject or is inadequately prepared.
2. Sender does not believe in message or policy behind it.
3. Receiver has poor knowledge of subject or is inadequately prepared.
4. Receiver is not interested in subject.
5. Sender or receiver is temporarily preoccupied.
6. Unintentional failure of people to say what they mean.
7. Sender and receiver have very different vocabularies.
8. Cultural differences between communicators.
9. Professional differences between communicators.
10. Communicators have different assumptions.
11. Status differences (as leader member) between communicators.
12. One of the communicators has negative or hostile reactions to the other.
13. One of the communicators tends to be a "yes man" to the other.
14. One or both parties is unintentionally miscommunicating.
15. Outside interference or distractions.
16. Pressure of time.
17. Inadequacy of words to express difficult concepts, relationships or situations.
18. Same words have different meanings.
19. Inadequate feedback system.
20. Sender and receiver belong in different sub-groups.
21. Differences in age between persons.
22. (Add any other you've identified.)

III. HAND-OUT: TASK AND MAINTENANCE FUNCTIONS

TASK FUNCTIONS

Record with a check in the space to the right when member performs

this function:

1. Initiator: Proposing tasks or goals, defining a group
    problem; suggesting a procedure or ideas for solving a
    problem.   _____

2. Information seeker: Requesting facts, seeking relevant
    information about a group concern.   _____

3. Information giver: Offering facts, providing relevant
    information about group concern.   _____

4. Opinion seeker: Asking for expressions of feeling; re-
    questing a statement of estimate; soliciting expressions
    of value; seeking suggestions and ideas.   _____

5. Opinion giver: Stating a belief about a matter before
    the group giving suggestions and ideas.   _____

6. Clarifier: Interpreting ideas or suggestions; clearing
    up confusions; defining terms; indicating alternatives
    and issues before the group. Listening closely· is im-
    plied.   _____

7. Elaborator: Giving examples; developing meanings;
    making generalizations; indicating how a proposal might
    work out, if adopted.   _____

8. Summarizer: Pulling together related ideas; re-stating
    suggestions after group has discussed them; offering
    a decision or conclusion for the group to accept or
    reject. Listening closely is implied.   _____

MAINTENANCE AND BUILDING FUNCTIONS

Record with a check in the space to the right when member performs

this function:

1. Encourager: Being friendly, warm and responsive to others; accepting others and their contributions; regarding others by giving them an opportunity or recognition. _____

2. Feeling-expresser: Sending and expressing the feeling of the group, calling attention to reactions of group to ideas and suggestions; sharing his own feelings or affect with other members. _____

3. Harmonizer: Attempting to reconcile disagreements; reducing tension through pouring oil on troubled waters; getting people to explore their differences. _____

4. Compromiser: When his own idea or status is involved in a conflict, offering compromise yielding status; admitting error disciplining himself to maintain group cohesion. _____

5. Gate-Keeper: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing opportunity to discuss group problems. _____

6. Standard-setting: Expressing standards for group to achieve; applying standards in evaluating group functioning and production. _____

7. Consensus-tester: Asking for opinions to find out if group is near a decision; sending up a trial balloon to test a possible group conclusion. _____

8. Follower: Going along with movement of the group; accepting ideas of others; serving as an interested audience. _____

9. Listener: Explaining when necessary an item that was not clearly heard. _____

IV. Each participant goes over the above list. Check the function you play most often. Select a partner to discuss the functions you rarely play and some of the possible reasons. As the listener you must practice really listening attentively and try to draw more out of the person by following the guidelines we discussed earlier. After ten minutes you'll switch around so that the other partner gets a chance to listen. The group reforms to discuss exercise.

Discuss Questions - Guideline:

1. Did you learn anything about yourself? Would you care to share it with the group?

2. Did you feel you were listened to? How did it make you feel?

3. Was it difficult to listen when you followed the guidelines? Was it different than other times you've listened to someone?

APPENDIX I: SESSION FOUR

I.   Broken Squares

5 Participants = 1 Group

1 Observer - Judge

PROCESS

A set of broken squares is given to the group along with the instruction sheet.

The observer-judge is also given an instruction sheet.

Deal with any questions arising from instructions before beginning the task.

After the group has put together the 5 squares of equal size, the facilitator engages the group in a discussion of the experience: observations are solicited from the observer/judge, participants are asked to relate their frustrations and feelings during the task, group is asked to relate this to discussion held earlier on co-operation and problem-solving and draw some general conclusions.

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.

2. Participants may give pieces directly to other participants but may not _take_ pieces from other members.

3. Participants may not place their pieces into the center for others to take.

4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?

2. Does anyone finish "his" puzzle and then withdraw from the group problem-solving?

3. Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?

4. How many people are actively engaged in putting the pieces together?

5. What is the level of frustration and anxiety?

6. Is there any turning point at which the group begins to co-operate?

7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

BROKEN SQUARES INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

1. No member may speak.

2. No member may ask another member for a piece or in any way signal that another person is to give him a piece. (Members may voluntarily give pieces to other members.)

EVALUATION: SESSION FOUR

1. Have you learned anything new?

   A LOT_____   SOME_____   A LITTLE_____   NOTHING_____

2. Do you feel confident enough to lead after participating in these sessions?

   A LOT_____   SOME_____   A LITTLE_____   NOTHING_____

3. Have you enjoyed the sessions?

   A LOT_____   SOME_____   A LITTLE_____   NOTHING_____

4. What was most valuable about this course for you?

5. What in your estimation has been left out?

6. In your own words summarize your feelings and thoughts about the course and the instructor's presentation.

APPENDIX I:. <u>SESSION SEVEN</u>

I. <u>Exercise: The Creative Use Of Materials</u>

- Each participant is given a list of four or five materials and has five minutes to think of or invent a craft project using only those materials.

- Each participant then describes how he would use the materials and how he would deal with the children; he must also describe the method used to motivate or involve the children in this particular project.

APPENDIX I: SESSION EIGHT

I. Select Your Leadership Style.

II. Final Evaluation.

SELECT YOUR LEADERSHIP STYLE

Mark a cross over the letter in parenthesis that best describes you.

DOMINANCE

I belong to several groups but only attend when something especially interess me. (c)

I like to work on committees but don't like to take the chairmanship. (d)

I lose interest in groups when they go along in the same old rut and don't listen to my suggestions. (a)

I consciously seek, and obtain, leadership in many of my group's activities. (b)

I am often selected as leader of groups without seeking it. (e)

TACT

People frequently misunderstand my comments. (a)

My acquaintances tell me that I am noted for handling many difficult situations without arousing ill will. (c)

People seldom resent it when I must correct what they are doing or must criticize them. (d)

I consciously study how to handle people tactfully. (e)

Before I try to get others to accept my point of view, I first try to find out how they feel so I can adapt my ideas to theirs. (b)

COMMUNICATION

I always assume the other person will be friendly and take the initiative in meeting him more than halfway. (e)

People tell me they come to me with problems they wouldn't even discuss with their own families. (d)

I always try to give the other person some incentive or some reason for doing what I want done. (b)

When a conversation lags at a party of strangers I try to fill in the break by trying to find a topic of general interest. (c)

I have some definite ideas about the failings and follies of the younger generation and don't hesitate to express them. (a)

SELECT YOUR LEADERSHIP STYLE (cont.)

MATURITY

I want what I want when I want it, regardless of consequences to myself or others. (a)

I frequently let others (husband?) have the last word. (e)

I have been told that I can take well meant, constructive criticism graciously. (d)

I believe in telling others the truth if it is for their own good. (b)

I take a stand on issues in which I believe even if they are unpopular after looking into the pro's and con's. (c)

ATTITUDES

I get annoyed when people don't do things my way. Sometimes my temper gets the best of me. (a)

I try to show the attitude toward the other person that I want him to show toward me. (b)

I believe I should make every effort to accept change and try to keep changing with the times. (e)

I patiently listen to people with whom I disagree. (d)

I vacillate when it comes to making a decision; sometimes I wait so long circumstances force a decision upon me. (c)

CO-OPERATION

When people have a misunderstanding, I try to intervene and reconcile them. (d)

In dealing with co-workers, I try to put myself in their shoes and act toward them the way I'd like them to act toward me. (c)

I am willing to accept the help of others, provided it does not interfere with their work. (a)

When I want information from others, I feel I have a right to demand it because I am acting on behalf of my boss. (a)

If my boss says to me, "Tell So-And-So I want this right away", I change both his message and voice tone to, "The boss would appreciate this as soon as possible". (b)

SELECT YOUR LEADERSHIP STYLE - SCORE

It is most desirable for you to arrive at a final decision on your choice
of response in every case. However, if in one or two instances, you found
this choice especially difficult to make, add up your score based on the
second choice in the second column. Make two lists of your leadership styles.

                    1st CHOICE   2nd CHOICE

# of a's_____

# of b's_____

# of c's_____

# of d's_____

# of e's_____

              THIS IS   YOU HAVE

               YOUR   TENDENCIES

            PREDOMINANT   IN THIS

               STYLE   DIRECTION

KEY TO LEADERSHIP STYLES

a - Authoritative (Tells)

b - Political (Sells)

c - Evaluative (Tests)

d - Participative (Consults)

e - Laissez-Faire (Joins)

PERSON CENTERED			GROUP CENTERED	
AUTHORITATIVE	POLITICAL	EVALUATIVE	PARTICIPATIVE	LAISSEZ-FAIRE
a	b	c	d	e

FIVE TYPICAL PATTERNS OF LEADERSHIP BEHAVIOUR

The experienced leader uses many complex and subtle means to exercise his influence and stimulate those he leads to creative and productive efforts. From the complex range of leader behaviour, we have selected five of the most typical patterns, ranging from highly leader-centered to highly group-centered:

TELLING The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells his followers what they are to do. He may or may not consider what he believes the group members will think or feel about the decision, but they clearly do not participate directly in the decision-making. Coercion may or may not be used or implied.

SELLING The leader, as before, makes the decision without consulting his group. However, instead of simply announcing his decision, he tries to persuade the group members to accept it. He points out how he has considered organization goals and the interests of group members and he states how the members will benefit from carrying out the decision.

TESTING The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, he gets the reactions of those who will implement it. He says, in effect, "I'd like your frank reactions to this proposal, and I will then make the final decision".

CONSULTING The leader here gives the group members a chance to influence the decision from the beginning. He presents a problem and relevant background information, then asks the members for their ideas on how to solve it. In effect, the group is invited to increase the number of alternative actions to be considered. The leader then selects the solution he regards as most promising.

JOINING The leader here participates in the discussion as "just another member" - and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his superiors. (Many research and development teams make decisions this way.)

FINAL EVALUATION

1. Would you feel confident being a playground leader. Please rate
    on a scale with 1 being lowest and 5 highest.

    1   2   3   4   5

2. Has this course helped in developing your leadership abilities?

    1   2   3   4   5

3. What specifically has been most significant for you in this course?

4. What were the problems with this course?
    What did you dislike about it?

5. Were the goals and objectives met? What was not dealt with that
    you feel should have been?

6. Do you have any comments about:

    a)   The design of the course -

    b)   The content of the course -

    c)   The instruction of the course -

7. Additional comments.

APPENDIX II: PART 1

EXPECTATION QUESTIONNAIRE

1.   What are your expectations for this course?

To learn about ourselves and how to be good leaders. To help us

understand other people's opinions so that we can accept people

who think differently.

2.   What do you want to learn?

How to be a better leader and get along with others and especially

leading children.

3.   How do you feel about what happened today?

I learned I can say what I really feel and that people will listen

especially if they know I listen to them.

---

1.   What are your expectations for this course?

To give us an insight into what people are thinking, help us

develop the ability to be able to deal with people in different

situations.

2.   What do you want to learn?

\-

3.   How do you feel about what happened today?

I thought it was good.

98.

EXPECTATION QUESTIONNAIRE - CONTINUED

1. What are your expectations for this course?

    To learn more about yourself, and be able to understand others and
    their opinions.

2. What do you want to learn?

    Same as above.

3. How do you feel about what happened today?

    It was a little tense at first, but later the feelings were more
    relaxed. It was interesting and I enjoyed it. Next class would
    probably be better.

---

1. What are your expectations for this course?

    I feel this course is to let me use my own ideas and feelings and
    to find out what others think about the same ideas. I also want
    to learn how to guide children like in playground activities for
    the future.

2. What do you want to learn?

    I would like to learn how to lead and guide children into new
    activities and teach them new things in a way which they will
    enjoy.

3. How do you feel about what happened today?

    I enjoyed it. It gave me a chance to voice my own opinions and
    feelings and also to see what others thought about it. I got
    to know these people better even though I have been going to school
    with them.

EXPECTATION QUESTIONNAIRE - CONTINUED

1. What are your expectations for this course?

    I expect to learn how to be a good leader.

    Leadership for students' union and life in the future.

    Get to Know myself.

2. What do you want to learn?

    I expect to learn how to be a good leader.

    Getting along with others.

3. How do you feel about what happened today?

    Quite well. I learned how to deal with a group, in acting with

    their decisions and presenting my point of view. Then changing

    my mind.

APPENDIX II: PART 2

COMPLETE THE STATEMENT

1. I came to this group because

    I wanted to learn about leadership and how I can be a better leader.

2. This group aims to

    come away from the group with real knowledge about each other,

    yourself, and leading other people to end up at a common goal.

3. I wish this group would

    spend more time practising about what we're learning.

4. I want our group to become

    as one, working and striving for a better goal one which by common

    consent we decide to be our goal. And to become better leaders and

    to make ours a better group.

Goal Statement:

    To understand ourselves and others better so we can be fair and

    understanding leaders.

COMPLETE THE STATEMENT - CONTINUED

1. I came to this group because

   I wanted to learn more about leadership (than just at the 'Y')
   mainly about playground leadership. Also to learn more about
   others and myself.

2. This group aims to

   I think we should be aiming to improve ourselves mentally with
   others as well as becoming better leaders.

3. I wish this group would

   have a chance to experience leadership by working with kids (playground)
   leadership) or by doing some kind of organizing activities.

4. I want our group to become

   good leaders, and get along with all different kinds of people and
   their ideas without putting them down or scorning them. I also
   want to be able to work in the playground and exchange ideas with
   the other members in the group - also successful in completing its
   goals.

Goal Statement:

   To achieve communication with different people and exchange ideas.
   To become better leaders.

COMPLETE THE STATEMENT - CONTINUED

1. I came to this group because

    I am interested in working a great deal with people, especially

    children, and I thought it would give me some basic knowledge of

    how to do so effectively.

2. This group aims to

    discuss how leaders can lead effectively without becoming someone

    sitting on a pedestal, etc.; to find out what a leader can do to

    successfully lead a group; to discuss different aspects of human

    nature and how to cope with them; to come away from the group

    better informed.

3. I wish this group would

    ----

4. I want our group to become

Goal Statement:

    To understand how to deal with people effectively (so as not to

    put them down, leave them out, etc.) and how to combine ourselves

    to achieve this.

APPENDIX II: PART 3

EVALUATION SESSION FOUR

1.   Have you learned anything new?

A lot__X__   Some_____   A little_____   None_____

2.   Do you feel confident enough to lead after participating in these sessions?

A lot_____   Some__X__   A little_____   None_____

3.   Have you enjoyed the sessions?

A lot__X__   Some_____   A little_____   None_____

4.   What was most valuable about the course for you?

How to organize and plan but first how to know what you as a person has to offer because that's important to the kind of leader you will be.

5.   What in your estimation has been left out?

\---

6.   In your own words summarize your feelings and thoughts about the course and the instructor's presentation.

I feel that so far this course has taught me about myself and to use what I've got. Also to know other people and to understand them.

EVALUATION SESSION FOUR - CONTINUED

1. Have you learned anything new?

    A lot__X__   Some_____   A little_____   None_____

2. Do you feel confident enough to lead after participating in these

    sessions?

    A lot_____   Some__X__   A little_____   None_____

3. Have you enjoyed the sessions?

    A lot__X__   Some_____   A little_____   None_____

4. What was most valuable about the course for you?

    In learning about myself and how I can use what I am to be a good

    leader by understanding that and improving in those areas.

5. What in your estimation has been left out?

    It was good to role-play but it would be better to really practise.

6. In your own words summarize your feelings and thoughts about the

    course and the instructor's presentation.

    I have enjoyed this course so far and feel we have a lot to say

    about it because the instructor lets us.

EVALUATION SESSION FOUR - CONTINUED

1. Have you learned anything new?

   A lot_____   Some_X_   A little_____   None_____

2. Do you feel confident enough to lead after participating in these sessions?

   A lot_____   Some_X_   A little_____   None_____

3. Have you enjoyed the sessions?

   A lot_X_   Some_____   A little_____   None_____

4. What was most valuable about the course for you?

   Learning about leader functions and the role playing. I learned a lot about myself with other people.

5. What in your estimation has been left out?

   ----

6. In your own words summarize your feelings and thoughts about the course and the instructor's presentation.

   At first I didn't like to write down all my thoughts and feelings because it was hard to do but it made me really think about what I know. I'm really learning a lot about leading groups but even more about myself.

EVALUATION SESSION FOUR - CONTINUED

1. Have you learned anything new?

    A lot X   Some_____   A little_____   None_____

2. Do you feel confident enough to lead after participating in these

    sessions?

    A lot_____   Some X   A little_____   None_____

3. Have you enjoyed the sessions?

    A lot X   Some_____   A little_____   None_____

4. What was most valuable about the course for you?

    So far it was to learn about myself. Some of the things I had

    hidden inside came out and I was surprised.

5. What in your estimation has been left out?

    Nothing that I can think of.

6. In your own words summarize your feelings and thoughts about the

    course and the instructor's presentation.

    I really enjoyed this course and I learned a lot about mainly how

    I acted and reacted towards others. It was a little bit of a

    surprise to me to find out what kind of leader I would be but now

    that I know I can improve myself in the other areas. I really

    enjoy the instructor and hope the other sessions are just as good.

EVALUATION SESSION FOUR - CONTINUED

1. Have you learned anything new?

   A lot_X_   Some_____   A little_____   None_____

2. Do you feel confident enough to lead after participating in these sessions?

   A lot_____   Some_X_   A little_____   None_____

3. Have you enjoyed the sessions?

   A lot_X_   Some_____   A little_____   None_____

4. What was most valuable about the course for you?

   Learning the functions of a leader, his place in a group, some of the visible demands on him.

5. What in your estimation has been left out?

   Nothing.

6. In your own words summarize your feelings and thoughts about the course and the instructor's presentation.

   I have really no bad feelings about the instructor's presence or the course. I feel good about the course, its content and the instructor's way of presenting it.

EVALUATION SESSION FOUR - CONTINUED

1. Have you learned anything new?

    A lot_____   Some__X__   ·A little_____   None_____

2. Do you feel confident enough to lead after participating in these

    sessions?

    A lot__X__   Some_____   A little_____   None_____

3. Have you enjoyed the sessions?

    A lot__X__   Some_____   A little_____   None_____

4. What was most valuable about the course for you?

    I learned how to begin organizing a group and leading the group.

    I also learned much about myself through the evaluation sheets.

5. What in your estimation has been left out?

    ----

6. In your own words summarize your feelings and thoughts about the

    course and the instructor's presentation.

    I felt that the course was carried out well and the instructor

    presented it well.

APPENDIX II: PART 4

FINAL EVALUATION

1. Would you feel confident being a playground leader. Please rate on a scale with 1 being lowest and 5 highest.

    1   2   3   <u>4</u>   5

2. Has this course helped in developing your leadership abilities?

    1   2   3   4   <u>5</u>

3. What specifically has been most significant for you in this course?

    There's a lot to consider in leading groups about the underlying feelings of everyone and how that can affect the people in the group, and how it is important to communicate and listen.

4. What were the problems with this course?
   What did you dislike about it?

    No.

5. Were the goals and objectives met? What was not dealt with that you feel should have been?

    Yes. We said what we wanted to do so then you can do it.

6. Do you have any comments about:

    a) The design of the course - Enjoyable.

    b) The content of the course - I liked it because we could learn about what the group wanted to learn.

    c) The instruction of the course - Good.

7. Additional comments.

    It was a good course.

FINAL EVALUATION - CONTINUED

1. Would you feel confident being a playground leader. Please rate on a scale with 1 being lowest and 5 highest.

    1   2   3   <u>4</u>   5

2. Has this course helped in developing your leadership abilities?

    1   2   3   <u>4</u>   5

3. What specifically has been most significant for you in this course?

    It gave me confidence and knowledge to work with kids both at home (or whatever) and at an organized playground day care centre.

4. What were the problems with this course?
    What did you dislike about it?

    It was a <u>little</u> too fast. It could have been brought to another session.

5. Were the goals and objectives met? What was not dealt with that you feel should have been?

    Yes, the goals I wanted to meet were met.

6. Do you have any comments about:
    a) The design of the course - It could have been put at a little slower pace. The guests were usually in a rush to get everything said.

    b) The content of the course - They were interesting and informative.

    c) The instruction of the course -

7. Additional comments.

    This was an interesting course and I enjoyed it.

FINAL EVALUATION - CONTINUED

1. Would you feel confident being a playground leader. Please rate
    on a scale with 1 being lowest and 5 highest.

    1   2   3   <u>4</u>   .   5

2. Has this course helped in developing your leadership abilities?

    1   2   3   4   <u>5</u>

3. What specifically has been most significant for you in this course?

    The most important part of this course was on playground leadership
    where we learned how to lead in games and arts and crafts activities.

4. What were the problems with this course?
    What did you dislike about it?

    The course wasn't long enough and we didn't get a chance to practice
    our newly found leadership abilities. Otherwise I really enjoyed it.

5. Were the goals and objectives met? What was not dealt with that
    you feel should have been?

    Yes.

6. Do you have any comments about:
    a)   The design of the course - I wish it were longer.

    b)   The content of the course - The chance to lead kids in group
         activities.

    c)   The instruction of the course -

7. Additional comments.

    I really enjoyed it and I wish there would be more courses like it
    offered.

FINAL EVALUATION - CONTINUED

1. Would you feel confident being a playground leader. Please rate
    on a scale with 1 being lowest and 5 highest.

    1   2   3   <u>4</u>   5

2. Has this course helped in developing your leadership abilities?

    1   2   <u>3</u>   4   5

3. What specifically has been most significant for you in this course?

    Being able to realize the goals of the group, and realizing how the
    leader should be able to handle them to help the group achieve
    their goals. Also discovering what your own feelings are towards
    leading a group.

4. What were the problems with this course?
    What did you dislike about it?

5. Were the goals and objectives met? What was not dealt with that
    you feel should have been?

    I think that the goals and objectives were met.

6. Do you have any comments about:
    a)   The design of the course - Good.

    b)   The content of the course - Good.

    c)   The instruction of the course - Good.

7. Additional comments.

FINAL EVALUATION - CONTINUED

1. Would you feel confident being a playground leader. Please rate
    on a scale with 1 being lowest and 5 highest.

    1   2   3   <u>4</u>   5

2. Has this course helped in developing your leadership abilities?

    1   2   3   <u>4</u>   5

3. What specifically has been most significant for you in this course?

    The playground part.

4. What were the problems with this course?
    What did you dislike about it?

    I had no problems.

5. Were the goals and objectives met? What was not dealt with that
    you feel should have been?

    Yes.

6. Do you have any comments about:
    a)   The design of the course - Very informative.

    b)   The content of the course - Very good.

    c)   The instruction of the course - A good leader.

7. Additional comments.

FINAL EVALUATION - CONTINUED

1. Would you feel confident being a playground leader. Please rate
    on a scale with 1 being lowest and 5 highest.

    1   2   3   <u>4</u>   5

2. Has this course helped in developing your leadership abilities?

    1   2   3   <u>4</u>   5

3. What specifically has been most significant for you in this course?

    Learning about myself and how that affects how I am as a leader.
    How it is important to plan ahead and know the goals first so that
    you know what you have to do.

4. What were the problems with this course?
    What did you dislike about it?

    I would have liked to practice what we learned in real situations,
    not just role-playing.

5. Were the goals and objectives met? What was not dealt with that
    you feel should have been?

    Yes, they were met because we decided what they were first and then
    planned it out so they would be done.

6. Do you have any comments about:
    a)   The design of the course - Good because we had a say in what
         we wanted to learn.

    b)   The content of the course - Same as above.

    c)   The instruction of the course - It was different than what
         we're used to but I liked it.

7. Additional comments.

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