

P.A.L.S.

Physical Activity Leaders in Schools



Leader Handbook

Distributed by Hastings Prince Edward Public Health
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from Peel Region - Peel Public Health



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What is P.A.L.S.?

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P.A.L.S. stands for Physical Activity Leaders in Schools. It is a program that provides training to intermediate students so that they can help lead physical activities in their school.

The goal is to increase the number of opportunities available at your school to be active.

Having older students lead younger students in physical activities is a win-win idea! Older students are great role models for younger students. Seeing the intermediates being active and having fun can have a big impact on the younger students at your school.

The program also gives the older students a great chance to be leaders. As a P.A.L.S. team member, you can influence the activities that are being offered and encourage everyone to try new things.



Physical Activity

How much do you need?

Children and teens aged 5-17 years need 60 minutes of moderate-to-vigorous physical activity and several hours of light physical activity every day.

What is moderate-to-vigorous physical activity and light physical activity?

- **Moderate-to-vigorous physical activity** gets your heart rate up and makes you breathe more deeply. Activities like:

Running ~ Swimming ~ Biking

- **Light physical activity** does not make you sweat or become short-of-breath. Activities like:

Walking Helping Playing
your dog ~ with chores ~ with pets

What are the benefits of being active?

Being active for at least 60 minutes daily can help children and teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Improve their self-confidence
- Maintain a healthy weight
- Learn new skills

Remember: _____

Leadership Qualities

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Responsible	Confident	Patient
Open to other's ideas	Good communication skills	Able to make decisions
Smart	Caring	Takes charge
Enthusiastic	Organized	Funny
Motivates others	Works together	Helpful
Problem solver	Independent	Understanding

I have qualities that will make me a good leader.

I am:

1. _____
2. _____
3. _____

“Leadership allows everyone in the group to shine, not just the leaders”



Communication

Has 3 Important Parts:

1. _____

- Speak clearly
- Use simple words
- Don't use slang terms
- Watch your tone of voice
- Don't put others down



2. _____

- Be aware of your facial expressions (smile)
- Watch your body language
- Look at the people you are talking to (make eye contact)

3. _____

- This is the MOST important part
- Pay attention to other's feelings
- Give others a chance to talk
- Don't interrupt
- Ask questions

Notes: _____

Conflict Resolution

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The best way to avoid conflict is to:

- Be prepared and plan ahead
- Be clear in your instructions
- Be consistent

Problem-solving strategies:

1. Identify the problem. Think about all the factors including facts and feelings.
2. Define the cause. What is the situation right now?
3. Brainstorm possible action steps. Think about the advantages and disadvantages of each one.

Possible action steps I can take if there is a problem:

- Rock-paper-scissors

- _____
- _____
- _____



Conflict is a natural part of everyday life. The way we deal with conflict can make it positive or negative.

P.A.L.S. Rules

For successful activities, establish ground rules. Consider the following guidelines when setting up your P.A.L.S. rules.

1. Get children involved in making up the rules. They are more likely to follow them if they help develop them.
2. Keep the rules short. Children will remember them more easily.
3. Post the rules. If the rules are in clear view, there will be less confusion.
4. Use rules that are positive. Keep them friendly.

Example:

- **Share**
- **Be nice to others**
- **Take turns**
- **Have fun**



Let's Play

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Choosing partners and teams can be stressful for children. If the game you are going to play involves partners or teams, here are some fun and fair ways to form them.

Partners:

- Find a partner wearing the same colour as you.
- Find a partner who was born in the same month as you.
- Find a partner who has the same length of hair (or same colour).
- Pass out cards. Find a partner with the same number.

Teams:

- For 2 teams, have everyone pick a partner. Ask one partner to squat down. All the people standing are on one team and all the people squatting are on the other team.
- Count off around the room - "one", "two", "three". Each number becomes a group.
- For 4 teams, group kids by the season they were born. You may need to rearrange a few kids if the teams are uneven.
- Group kids by the first letter of their name. For example, group kids whose name starts with A-F, G-L, M-R, and S-Z.

Remember there is always room for one more.

Safety first!

Remember to make time for safety.

- Check the play area. Pick up anything that students could trip on.
- Set boundaries for your game. Stay clear of hazards.
- Check your equipment. Is it ok?
- Check that everyone is wearing proper clothing for the game and the weather.
- Confirm that the adult who is supervising knows your plan.

Be inclusive!

Is everyone having fun?





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