**Playworks Project Co. Kerry 2017 – 2018**

**Project Questionnaires Pack**

**Pre and Post Questionnaires**

Pre

1. Give a teacher questionnaire to all Adults who do supervision, including SNA’S
2. Give the pupil questionnaires to a cross section of pupils (maybe 4 per class) depending on the size of your school (aim to have 30 completed children questionnaires)
3. Review these questionnaires and determine where the emphasis will be in terms of what parts (or all of Playworks approaches) will you use on your yard

Store these questionnaires until the end of the project.

Post

1. Give a teacher questionnaire to all Adults who do supervision, including SNA’S
2. Give the pupil questionnaires to a cross section of pupils (maybe 4 per class) depending on the size of your school (aim to have 30 completed children questionnaires)
3. Review these questionnaires and determine where the emphasis will be in terms of what parts (or all of Playworks approaches) will you use on your yard

**You can also use the results as evidence that things need to change!**

Compare accumulated tally sheets of responses and observe where there has been a shift in responses. Has Playworks made an improvement and if so, where?

**Adult Questionnaire**

**Adults questionnaire – please tick the response you feel mostly aligns with how you feel in relation to each statement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statement** | **Strongly agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| The children know how to initiate and play games |  |  |  |  |
| Teachers are spending lots of time sort out issues in the classroom after yard time |  |  |  |  |
| The children can manage the games themselves |  |  |  |  |
| The children can solve some conflicts on their own |  |  |  |  |
| The children enjoy yard time |  |  |  |  |
| Teachers are dealing with lots of issues involving bullying or conflict on yard |  |  |  |  |
| The children are active or occupied at yard time |  |  |  |  |
| The children are positive with each during yard time |  |  |  |  |

**Adult Tally sheet**

**Review the responses by totalling the response in the relevant boxes. Observe what areas are in most need f attention in your yard . Each question is linked to a particular element of Playworks approaches to improving yard time. By seeing what most adults think, you will be able to focus and contextualise various parts of Playworks.**

**O=Organise games p = positivity c= solving conflict**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statement** | **Strongly agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| The children know how to initiate and play games (O) |  |  |  |  |
| Teachers are spending lots of time sort out issues in the classroom after yard time (C) |  |  |  |  |
| The children can manage the games themselves  (O) |  |  |  |  |
| The children can solve some conflicts on their own  (C) |  |  |  |  |
| The children enjoy yard time (P) |  |  |  |  |
| Teachers are dealing with lots of issues involving bullying or conflict on yard (P, C) |  |  |  |  |
| The children are active or occupied at yard time (O, P) |  |  |  |  |
| The children are positive with each during yard time (P) |  |  |  |  |

**Children’s Questions**

**Children’s Questionnaire –tick the box with the answer that you have in response to each question**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Yes** | **Maybe** | **No** |
| I like yard time in my school |  |  |  |
| I have games to play |  |  |  |
| I have other children to play with |  |  |  |
| I can solve problems if they happen in my games |  |  |  |
| I say positive thing to my friends when they loose |  |  |  |
| I look forward to yard time |  |  |  |
| Teachers like yard time |  |  |  |
| Teachers give us praise on the yard |  |  |  |
| Teachers help us if we have problems |  |  |  |
| I know how to play games that won’t get in trouble for |  |  |  |

**Children’s Tally sheet**

Review the responses by totalling the response in the relevant boxes. **Each question is linked to a particular element of Playworks approaches to improving yard time. By seeing what most children think, you will be able to focus and contextualise various parts of Playworks**

**O=Organise games p = positivity c= solving conflict**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Yes** | **Maybe** | **No** |
| I like yard time in my school (P) |  |  |  |
| I have games to play (O) |  |  |  |
| I have other children to play with (O) |  |  |  |
| I can solve problems if they happen in my games (C) |  |  |  |
| I say positive thing to my friends when they loose (P) |  |  |  |
| I look forward to yard time (P) |  |  |  |
| Teachers like yard time (P) |  |  |  |
| Teachers give us praise on the yard (P) |  |  |  |
| Teachers help us if we have problems (P) |  |  |  |
| I know how to play games that won’t get in trouble for (O) |  |  |  |