



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

P.O.W.E.R.

Play Opportunities for Wellness
and Education Resource

The **LEGO** Foundation 





ACKNOWLEDGEMENTS

This resource is a collection of previous and new play-based learning activities. Many of the games have been selected and/or adapted from Right To Play's existing games manuals.

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The **LEGO** Foundation



ABOUT RIGHT TO PLAY

Right To Play is a global organization that protects, educates, and empowers children to rise. We work with children in some of the most difficult and dangerous places on earth, helping them to stay in school and graduate, to resist exploitation and overcome prejudice, to prevent disease, and to heal from war and abuse.

For more than 20 years, we have delivered programs with impact in both development and humanitarian contexts. As pioneers in a unique approach to learning, both inside and outside of the classroom, we harness play, one of the most fundamental forces in a child's life, to help children dismantle barriers and embrace opportunities. We are the only global development organization focused exclusively on using the power of play to transform children's lives.

We reach 2.3 million children each year in 15 countries around the world. By collaborating with teachers/coaches, governments, communities, and parents, we unlock children's potential, enabling them to make positive and healthy choices to create better futures for themselves, their families, and their societies.

For more information on Right To Play,
you can visit www.righttoplay.com.

QUICK REFERENCES SHEET

Write down the contact information for organizations or helplines that children and teachers/coaches can go to for support. Ensure you bring this information to every session with children. Once you have built a trusting relationship with children, review the list with them and add any additional recommendations for contact people that they have too.

NAME: _____

Role: _____ **Organization:** _____

Phone: _____ **Hours:** _____

Address: _____

NAME: _____

Role: _____ **Organization:** _____

Phone: _____ **Hours:** _____

Address: _____

NAME: _____

Role: _____ **Organization:** _____

Phone: _____ **Hours:** _____

Address: _____

NAME: _____

Role: _____ **Organization:** _____

Phone: _____ **Hours:** _____

Address: _____

Note: Your Right To Play Country Office should have this information available for you and/or be able to support you to complete this if you wish.



P.O.W.E.R.

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OVERVIEW OF PLAY-BASED LEARNING ACTIVITIES

In addition to the games included in the Psychosocial Wellbeing section, this manual has many other games that support children's psychosocial wellbeing.

These games are marked with a star (*).



HEALTH AND PSYCHOSOCIAL WELLBEING

ACTIVITY	PAGE	HOLISTIC LIFE SKILL	AGE
Fun Even When Apart	32	Physical health and hygiene	6+
Master Chefs	34	Nutrition	6+
Hello Dream	36	Physical health and hygiene	6+
Vaccination Tag	38	Physical health and hygiene	6+
Jacked Up	40	Physical health and hygiene	6+
Who's Your Hero?*	42	Hope	6+
Shooting Stars*	44	Managing emotions	6+
Paper Bird*	46	Managing emotions	6+
Accordion Book*	48	Sense of belonging	6+
Puzzle of my Future*	50	Goal setting	6+
The Treasure of Noor*	52	Goal setting	6+
Cats and Mice	54	Gross and fine motor skills	6-9
Rinse	56	Physical health and hygiene	6-9
Question Game	58	Physical health and hygiene	7+
Drawing Relay*	60	Responsible decision-making	8+
Immune-System Tag	62	Physical health and hygiene	10+
Virus Dodge	64	Physical health and hygiene	10+
Goal Reach*	66	Accountability	10+
Trash Collection	68	Physical health and hygiene	10+



COGNITIVE DEVELOPMENT

ACTIVITY	PAGE	HOLISTIC LIFE SKILL	AGE
COGNITIVE FUNCTIONING			
Making Instruments*	74	Creativity	1+
Fruit Salad*	76	Concentration	3+
Let's Decorate!*	78	Creativity	6+
Organized Baskets	80	Organization	6+
The Winking Game*	82	Concentration	6+
Colour Connection*	84	Working Memory	6+
Remember Me?*	86	Working Memory	6+
Say It Without Words*	88	Creativity	6+
Silly Ball*	90	Creativity	6-9
Count it Up*	92	Concentration	10+
Secret Director*	94	Concentration	10+
Natural Orchestra*	96	Creativity	10+
LITERACY			
I Like Ice Cream	98	Speaking and listening	3-7
Rhyming Word Chain	100	Reading	6+
Animal Scramble Tag	102	Speaking and listening	6+
Syllable Dance	104	Reading	6+
Feeding Time	106	Writing	6+
Body Spelling	108	Writing	6+
Running Dictation	110	Writing	7+
My Name Is	112	Reading/Writing	7+
Switch-a-Word	114	Speaking and listening	9+
Freeze Stories	116	Speaking and listening	10+
NUMERACY			
Toss and Run	118	Data management	7+
Evens and Odds	120	Number sense	7+
I Like Math	122	Number sense	7+
Counting Over and Under	124	Number sense	8+
Group Numbers	126	Number sense	9+
500	128	Number sense	10+



SOCIAL DEVELOPMENT

ACTIVITY	PAGE	HOLISTIC LIFE SKILL	AGE
Freeze Dance	132	Empathy	3+
Animal Farm*	134	Communication	6+
Fun Machine*	136	Collaboration	6+
The Zipper	138	Relationship Building	6+
Boda Boda	140	Leadership	6+
Child in the Middle*	142	Managing emotions	6+
Human Knot*	144	Communication	6+
Guess my Drawing*	146	Communication	6+
Frozen Beanbag*	148	Empathy	6+
Self-Portraits*	150	Respect for similarities and differences	6+
Face to Face*	152	Communication	6+
Flip the Blanket*	154	Collaboration	6+
Freeze Tag*	156	Collaboration	6-9
Building the Pyramid*	158	Collaboration	6-9
Alphabet Find*	160	Respect for similarities and differences	10+
Knock Down*	162	Collaboration	10+
Three-Legged Race*	164	Collaboration	10+
Blind Goal Quest*	166	Communication	10+
Blindfolded Partner Running	168	Leadership	10+
I Like my Neighbours*	170	Respect for similarities and differences	10+
Team Trust	172	Relationship Building	10+



EMOTIONAL DEVELOPMENT

ACTIVITY	PAGE	HOLISTIC LIFE SKILL	AGE
Alien Guide*	176	Self-awareness	6+
Emotion Bingo*	178	Managing emotions	6+
Pantomine*	180	Communication	6+
The Puppet's Day*	182	Managing emotions	6-9
Self-Esteem Silhouettes*	184	Self-confidence	10+
Life Story*	186	Self-awareness	10+
Throwing Negativity Away*	188	Managing emotions	10+

Emotional Development, cont.

ACTIVITY	PAGE	HOLISTIC LIFE SKILL	AGE
Gathering Relay*	190	Managing emotions	10+
Hope is in the Air*	192	Hope	10+
Tossing for Confidence*	194	Self-confidence	10+



GENDER

ACTIVITY	PAGE	HOLISTIC LIFE SKILL	AGE
What Do You Do?	198	Gender equality	6+
Kidalipo*	200	Respect for similarities and differences	6+
Catch the Dragon's Tail	202	Gender equality	6+
Emotions on the Run*	204	Self-awareness	8+
Stigma Attack*	206	Empathy	10+
Lion's Roar	208	Gender equality	10+
Protect the Treasure	210	Empathy	10+
One of Us, All of Us	212	Accountability	10+
Scrabble Dash*	214	Managing emotions	10+
Girls Score*	216	Respect for similarities and differences	10+



CHILD PROTECTION

ACTIVITY	PAGE	HOLISTIC LIFE SKILL	AGE
Cars Freeze	220	Accountability	3-9
Limbo Pressure	222	Self-awareness	6+
Respect Tag	224	Respect for others	6+
Safety Circle	226	Collaboration	6+
Hungry Spiders	228	Accountability	6+
Safe Places	230	Self-protection	7+
Rabbits Race	232	Self-confidence	8+
House-Child Street	234	Self-protection	8+
Pressure Ball*	236	Managing emotions	8+
Blindfolded Paper Dolls*	238	Respect for similarities and differences	8+
Talking Ball	240	Communication	8+
Fight Flight Unite*	242	Managing negative interactions	10+

INTRODUCTION TO THE ACTIVITIES



WHAT IS THE OBJECTIVE OF THESE GAMES?

This resource contains 100 gender responsive play-based learning activities to make children feel happy and promote learning and development for all boys and girls and adults who play. The activities:

- Are safe, effective, and fun.
- Can be played with or easily adapted for children of different ages and development stages.
- Focus on specific skills (called *Key Learnings*) for physical, cognitive, social, and emotional development.

WHO CAN USE THESE GAMES?

These games are for anyone and everyone – teachers/coaches, social workers, coaches, facilitators, parents, caregivers, and more. They can be used by any adult who works directly with children. Many of the games can also be facilitated by peer or youth leaders.

WHERE CAN I USE THESE GAMES?

These games can be played in many different contexts or settings. They are carefully designed so that you can play indoors or outdoors and with a wide variety of available materials and resources.

All games should be played in line with your country's COVID-19 guidelines and safety standards.

WHAT IS PLAY-BASED LEARNING?

Play-based learning is an experiential, participatory, and guided approach which enhances the teaching and learning process. Through play-based learning, girls and boys organize and make sense of the world as they actively engage with their peers and leaders in educational games and activities. Play-based learning motivates and stimulates both boys and girls and supports them in their development and consolidation of skills and concepts, while helping to shape their positive attitudes towards learning and life

(Source: Right To Play).

Right To Play's games adopt a gender responsive approach to play-based learning. Please see the *Gender Responsive Play* reference sheet for more information.

HOW ARE THESE GAMES ORGANIZED?

The games are organized by:



AGE

For example, 6+ means games that are most appropriate for children aged 6 years and older.



OF PLAYERS

For example, 3+ means games that are most appropriate when played with 3 or more children.



TIME

For example, 30+ minutes means games that require a minimum of 30 minutes to play. We recommend planning for at least 20 additional minutes than suggested, to allow enough time for set up, interactive and inclusive discussion with boys and girls, and experimentation and iteration as children try different ways to play.

WHAT DO THE INSTRUCTIONS FOR EACH GAME INCLUDE?

Materials

Each game lists the equipment and resources needed to play. If you are unable to find the materials we recommend, get creative in finding other safe alternatives!



Key Learning

The "Key Learning" is the main learning outcome of a game or activity. It answers the question: In what way do we want girls and boys to grow by playing this game? The first part of the Key Learning highlights a skill. The second part of the Key Learning sentence describes the main task the boys and girls will be asked to perform during the game to achieve the Key Learning.



Opening Reflections

The "Opening Reflections" prepare girls and boys for the learning experience. The questions encourage them to think about the Key Learning in the game they will play.

How to Play

The steps are written as direct instructions for you, the facilitator. This section ends with some reminders, written in a small box. For example, we may remind you to ensure children are playing safely and that boys and girls are participating equally. Be sure to read these reminders before playing the game. Also, consider all of the safety factors that are specific to your situation.

You want to create the safest conditions possible for the children. This includes both physical and emotional safety. It is important that children feel safe playing, interacting, and sharing their feelings and ideas. Please see the *Keeping Children Safe* reference sheet for more information.



Closing Reflections

The "Closing Reflections" section includes Reflect, Connect, and Apply discussion questions. This is important to help girls and boys learn the Key Learnings of the session. This closing discussion encourages children to Reflect on their learning, Connect it to their past experience, and Apply it to their lives outside of these games. It may take time for you to perfect your skills at planning and facilitating good discussions. As well, it may take time for children to learn how to participate well in your discussion. As you become more comfortable with facilitating discussions, you may create your own questions that focus on the Key Learning.

Other Ways to Play

This section provides 2 additional ways to adapt the difficulty level of the activity.



Success Indicators

The "Success Indicators" provide 2 or 3 things to look for as children play. If you are observing all of these things, carry on.

WHAT DO I DO IF I AM NOT OBSERVING THE SUCCESS INDICATORS?

If you are not observing these success indicators, you may need to do one of the following things to get the activity back on track:

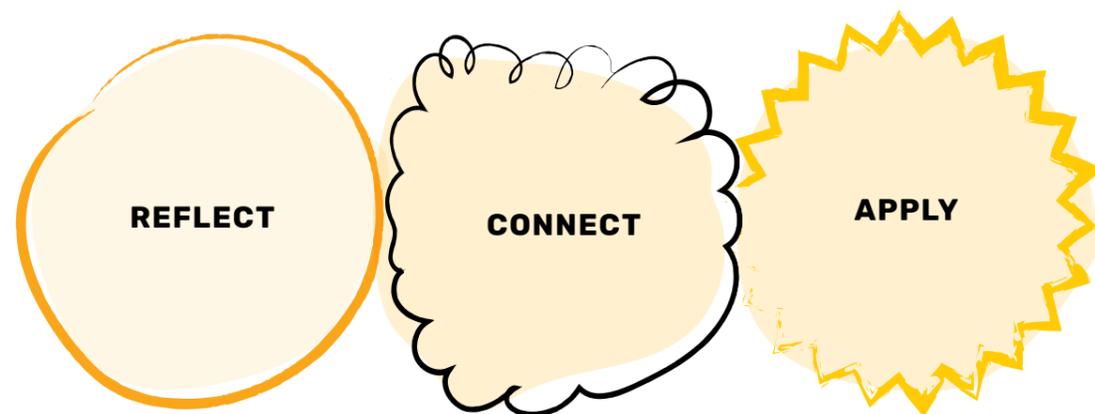
- Explain or demonstrate again how to play the game. Think of different ways to explain or demonstrate it.
- Demonstrate to children effective ways to practice the Key Learning as they play. For example, in a game about collaboration, you can demonstrate how to work together.
- Remind children of any safety issues.
- Decrease or increase the difficulty of the tasks you are asking the children to do.

HOW CAN I ADOPT THESE GAMES TO MY CULTURAL CONTEXT?

All games can and should be modified to suit your community, your culture, and each group of girls and boys you work with. Feel free to rename games and add or adapt pieces of them in order to increase each game's effectiveness.

For the game to achieve the learning objectives, we ask that you maintain the following components of the game to have maximum impact:

- Follow the Key Learning of each game as listed in the game page.
- Use the opening questions and **Reflect-Connect-Apply** method in the closing discussion to reinforce the Key Learning of the game.
- Focus on fair play and team play, not on competition. Encourage all children to participate in the game and emphasize that winning is not everything.
- Ensure the inclusion of all girls and boys, regardless of their culture, race, ethnicity, religion, ability, health status, sexual orientation, family structure, or economic or social background.
- Encourage a high level of involvement for each and every boy and girl with different abilities using various methods.
- Focus on the emotional and physical safety of each boy and girl.
- Keep small teams, where possible, so that each girl and boy, including those with disabilities, has increased opportunity to play.



HOW CAN I MODIFY AN ACTIVITY TO INCLUDE ALL CHILDREN?

Right To Play encourages you to use your creativity to find ways to include all girls and boys in your programs. Any of these games can be adapted. The changes may be different for each activity and each child.

When considering changing an activity, ask yourself the following questions:

- Is it fun for everybody?
- Does the adaptation work for all members of the group?
- Is the game still gender responsive?
- Can all members of the group play equally together?
- Is the activity age-appropriate?
- Does the activity meet the needs of all the girls and boys?

Please read the *Children with Disabilities and Play* reference sheet for specific guidance on how to best modify games for children with disabilities and the *Gender Responsive Play* reference sheet for guidance on how to best modify games to increase girls' participation and leadership.

WHAT ADDITIONAL RESOURCES CAN I ACCESS?

In addition to the 100 games, this resource contains other reference sheets to help you effectively lead and facilitate the games. You can find these reference sheets under the second titled Guidance for Facilitators. We recommend that you read all of these reference sheets before leading any games with children. This includes:

- Keeping Children Safe
- Child Agency
- Psychosocial Support
- Gender Responsive Play
- Children with Disabilities and Play
- Handwashing

REFLECTIONS

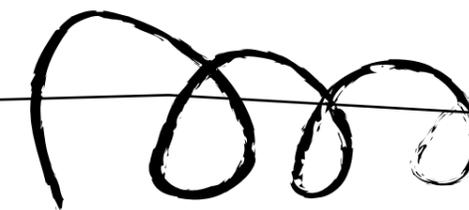
Four horizontal lines for writing reflections.

KEEP IN TOUCH. WE'D LOVE TO HEAR FROM YOU!

We hope you enjoy the games! We would love to hear what works well and what we can do better. You can contact us at gpd@righttoplay.com.



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GUIDANCE FOR FACILITATORS



KEEPING CHILDREN SAFE



All boys and girls need to **be and feel** safe in the environment they grow up in to ensure healthy development. Teachers/coaches, parents, and other adults have a responsibility to keep children safe. When you play games with children, you can keep boys and girls safe by **creating a safe learning environment and responding to concerns about the safety of boys and girls by listening and observing.**

Note: We also avoid harm to children by supporting girls and boys who are distressed. You can find out more about this in the *Psychosocial Wellbeing* reference sheet.



WHAT ARE SOME WAYS TO MAKE SURE THE LEARNING ENVIRONMENT IS PHYSICALLY SAFE?

- Make sure the play space and surroundings are physically safe for activities. For example, make sure access to the space is easy for all boys and girls of all ages, including those with disabilities. There should be enough ventilation, gates, lights, and windows and no sharp or dangerous debris laying around. There should be a fire exit, fire extinguishers/ fire blanket, and first aid kit.
- Ensure the space is clean and that toilets are gender and ability sensitive.
- Make sure all toys and play equipment are clean, free of toxins, and age and culturally appropriate.
- Tell children about the activity and the rules ahead of time and ensure that everyone understands the activity.
- Watch for the safety of both boys and girls throughout the session and respond to any risks or concerns. This includes both physical and emotional safety for both boys and girls. For example, do children feel afraid? Is anyone being bullied? Does anyone show any signs of distress or sadness after the discussion Are there any children, especially girls, sitting quietly in the corner and not participating? Were any children laughing at a particular boy or girl? You can find out more about how to make a play environment inclusive for both boys and girls in the *Gender Responsive* reference sheet.

WHAT ARE SOME WAYS TO CREATE AN EMOTIONALLY SAFE LEARNING ENVIRONMENT?

- Together with boys and girls, create ground rules that promote safety, respect, and inclusion for all boys and girls, including vulnerable children and children with disabilities.
- Make sure a safe space is available for boys and girls who are not participating or need to take a break from the game.
- Ensure that no child is scolded, embarrassed, or threatened.
- Pay attention to any bullying, stigma, pressure, or violence by peers during the game.
- Build trust and positive relationships between yourself and the children, and among the girls and boys themselves.
- Create an environment where all boys and girls feel they have equal power and ability to express opinions and ideas and lead games and activities.
- Create a buddy system. Encourage paired children listen to one another's ideas and make decisions together.
- Invite children to participate in ways that make them feel safe and listen to one another. For example, children can help someone balance, instead of leaning on someone else for balance if they are not comfortable.

HOW SHOULD I FACILITATE GAMES ABOUT CHILD PROTECTION AND OTHER SENSITIVE TOPICS?

- Explain to children that participation is optional and they may step out if they feel uncomfortable. For example, some children may need to take a break or leave the discussion when you are discussing a topic that may make them feel sad or scared.
- Use these games at appropriate times – for example, after a strong sense of trust has been developed.
- Allow and encourage girls and boys to speak about sensitive topics in the language that is more comfortable for them.
- Hold separate sessions for boys and girls when needed. Also remember that girls and boys may only be comfortable talking about certain topics with an adult of the same sex.
- Check how each girl and boy is feeling as the session is ending. Provide support to the group or individual children when needed.
- Let girls and boys know that they can talk to you or a trusted adult when they are upset. Always end the session on a positive note. For example, emphasize that children can have a positive impact on their own lives or in their community.
- Look after yourself. If an activity causes you to feel distress, do not lead it if you feel you cannot. This protects your own emotional safety and that of the children. If you feel stressed at any time, step back and do individual relaxation activities to support your own mental health and wellbeing, such as taking deep breaths or counting to ten.

HOW SHOULD I RESPOND TO CONCERNS ABOUT CHILDREN'S SAFETY AND WELLBEING?

- Be prepared by getting contact information for services and organizations that can support children who have experienced violence or abuse or have other needs. Bring these details to your activities.
- **If a boy or girl tells you about abuse or safety risks**, listen and believe them. Help the child to feel safe, respected, and trusted. Tell them you will try to help and only tell people who need to know to keep the child safe. If you think or suspect something isn't quite right or you see signs of abuse, it is important to contact a local organization or help line for support.
- **If you suspect or know that a girl or boy has been abused**, you must report it.
 - **Parents/Caregivers:** Stay calm. Tell your child it is not his/her fault and that you love, accept, and value him/her. Get your child away from the abuser and report to local authorities. Contact local organizations to support you and keep your child informed about what will happen next.
 - **Teachers/coaches/Others who work with children:** Follow the process in your school or organization and local laws.



Some signs that a child may have been abused are if he/she is unusually withdrawn, seems overly stressed or anxious, demonstrates highly aggressive behavior, or has bruises or physical marks on his/her body. These signs do not necessarily mean a child is being abused, as there could be other things happening in their life to affect their behavior. A local child protection organization can help you assess the situation. Contact a local organization for support.

Write down the information for child protection organizations or helplines that children and adults can go to for support:

NAME:

Role:

Organization:

Phone:

Hours:

Address:

¹NCTSN. What to Do If Your Child Discloses Sexual Abuse.

HOW CAN I SUPPORT GIRLS AND BOYS TO HELP KEEP THEMSELVES SAFE?

While it is the responsibility of adults to keep children safe, adults can also empower girls and boys to help keep themselves safe too.

- Help teach all boys and girls, including vulnerable children, minorities, and children with disabilities, to identify potential risks and hazards and the meaning of consent, using fun, interactive, and practical activities. You can do this by demonstrating safe behaviors or repeating safety instructions. You can also use body mapping exercises or risk mapping tools.

To learn more about consent, please visit:

https://www.youtube.com/watch?v=h3nhM9UIJjc&ab_channel=BlueSeatStudios

You can also learn more about risk mapping here:

<https://resourcecentre.savethechildren.net/node/8422/pdf/arc-modf4-5-e2-2009.pdf>

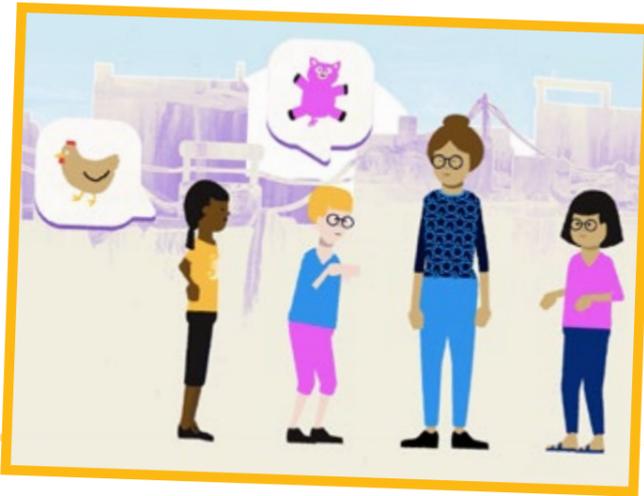
- Tell children the importance of communicating any risks to their caregivers, teachers/coaches, or other adults they trust.
- Inform children that they can go to the local organizations and school staff for additional support if they are afraid or worried. Share relevant helpline and contact information with children.
- Use posters, pamphlets, and other ways to share information with children about services, organizations, and processes that help keep them safe.

CHILD AGENCY



WHAT IS CHILD AGENCY?

In play, child agency is about providing opportunity for girls and boys to take ownership of their play experiences. It is also about children – both boys and girls – actively participating in making decisions about their play, from designing a play activity to playing it.



WHY IS CHILD AGENCY IMPORTANT?

Like adults, children have the right to express their voice and take parts in issues that affect their daily lives. Child agency helps to create mutual respect and dialogue between adults and children. Adults have a duty to consult boys and girls, taking their views and preferences for play and learning seriously.

While children may have opportunities to voice their own opinion, they do not always have real influence or control over decisions themselves. Similarly, while boys and girls are the ones who engage in play, they may not always have a chance to contribute to the design or implementation of their play. When there is opportunity to contribute to decisions made about their play, girls and boys are more likely to actively participate and enjoy the play.

Opportunities to participate in decision-making may also differ for boys and girls. In some societies, boys and girls are raised differently and expected to behave differently, according to prevailing social norms. These norms tend to unequally impact girls and other marginalized children (e.g. children with disabilities); they may be quieter, not volunteer to lead activities, or participate in class less. In many societies, girls are not given the power to make decisions themselves.

Therefore, when leading these games, adults need to ensure that all girls and boys are given opportunities to share their ideas and opinions, participating equally in activities and decision-making. These contributions can help you to create the best learning environments.

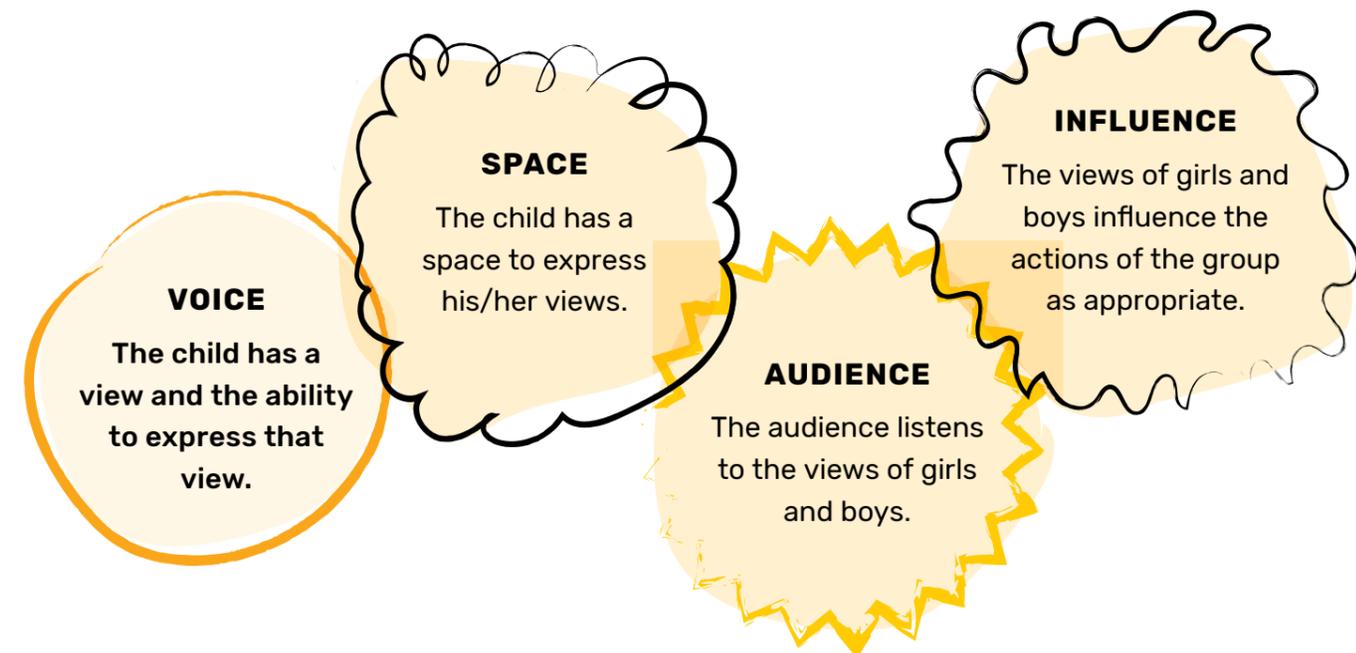
HOW CAN I SUPPORT CHILDREN'S SENSE OF AGENCY DURING PLAY?

For Right To Play, child agency is achieved when adults ensure:

- Children have space to share what they think and feel
- Children are listened to
- Children's ideas are used to decide what actions to take or what the learning goals are
- Children receive an explanation when their ideas cannot be followed

Child agency must start from boys and girls themselves, within their own realities, and in pursuit of their own visions, hopes, and concerns. Instead of directing, adults include opportunities for children to share ideas and make decisions about their learning and play. It is also important to remember that boys and girls may have different realities, hopes, and concerns and it is okay for them to take decisions accordingly.

There are four key components of child agency in the design and use of gender responsive play-based learning:



REFLECTIONS

HOW CAN I FACILITATE CHILDREN'S AGENCY IN THESE GAMES?

The games in this manual are designed to ensure meaningful child agency throughout.

Flexible Materials

The materials listed are a suggestion, but children can also be creative and use alternative materials, or even make their own.

Undefined Rules

Children can choose basic rules for the game (for example, the time limit for their turn, the number of guesses in each turn, the distance between the start and end line, etc.). Once girls and boys understand the game, they can discuss other ideas for how to play. As the facilitator, your role is to provide opportunities for girls and boys to share their ideas. You may need to make decisions about keeping parts of the game that are necessary for your learning goal (called the "Key Learning" in the attached games), while leaving space for children to set and change some or any of the game rules. Make sure that when children change the game rules, they are still inclusive for girls and children with disabilities. You can also modify the rules to ensure that no child (particularly girls) is left behind.

Problem-Solving

These games encourage iteration and problem solving. Girls and boys can choose to play these games multiple times, trying out different ideas or thinking of different ways to play each time. It is important that all children – girls and boys – get the opportunity to try again and again to solve the problems. Some children, particularly girls, may be hesitant to try again or make a mistake. You can encourage all children to not give up.

Open-Ended Guidelines

Some of the games are open-ended creative play activities. This means children can play in a variety of ways. For example, instead of doing a drawing, children might choose to make a song or build a model with materials they have. As a facilitator, you can make sure all children get an opportunity to be creative and explore different forms of expression. Encourage children to use different forms of expression so they are able to go beyond the socially defined behaviors or expressions. For example, girls (not only boys) may also choose to make an airplane model.

Opportunities for Variation

"Other Ways to Play" provides 2 different ways to increase or decrease the difficulty of the game, depending on children's skill level or their experiences playing the game. It is important to choose a level for the game that will be inclusive and fun for all girls and boys.

Closing Reflections

The Reflect, Connect, and Apply closing questions encourage and give girls and boys the space to share their views with others and to decide how to apply what they learned from their play to their own lives. These questions are very important to ensure the Key Learning. They provide a way to engage girls and boys in discussion and encourage all children to express their opinions and apply these questions to their lives. Remember that boys and girls have different lived experiences and, therefore, different realities that they can share.

PSYCHOSOCIAL WELLBEING AND PLAY



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WHAT IS PSYCHOSOCIAL WELLBEING?

Psychosocial wellbeing is the relationship between a person's INNER world (their mind, thoughts, emotions, etc.) and their OUTER world or environment (relationships, culture, etc.). The two worlds are connected and impact one another. Psychosocial support connects these two parts of wellbeing to support people to adapt positively to a difficult and challenging experience.

HOW WILL PLAYING THESE GAMES CONTRIBUTE TO THE PSYCHOSOCIAL WELLBEING OF CHILDREN?

The girls and boys in your group can be affected by, or at risk of, experiencing different challenges or stresses in their daily lives. Children may be experiencing challenges at home, such as witnessing domestic violence, or challenges in their community, like conflict or COVID-19. Girls and boys may have different challenges and/or may also experience the same challenges differently. For example, when witnessing intimate partner abuse, a boy may retreat from the house to play, while a girl may remain inside her home.

Children's mental wellbeing is intrinsically linked to their opportunity to play by themselves or with others. When girls and boys play in a safe and caring environment, they can develop specific life skills, such as expressing themselves and find relief from difficult experiences that support psychosocial wellbeing. Play supports girls' and boys' safety and happiness and helps them adjust to new realities and develop ways to cope or recover from stressful situations. It is important to ensure that boys and girls equally benefit from play both inside and outside of the home.

HOW CAN I SUPPORT CHILDREN'S PSYCHOSOCIAL WELLBEING IN DIFFERENT SITUATIONS?

When children feel helpless and vulnerable, they need to regain self-esteem and a feeling of control and safety. To reinstate positive feelings, you can:

- Create routines to support a sense of control, predictability, and safety.
- Provide information about regular activities and changes ahead of time.
- Give both boys and girls opportunities to make choices that affect their day.
- For example, to help plan and choose activities.
- Allow and encourage all children, including those with disabilities, to express their stress and their needs.

Self-esteem is a state of mind, but has a significant effect on how a child sees the world and how others see the child. Build girls' and boys' self-worth and confidence through giving words of encouragement, praising your child, helping them to help others, and avoiding harsh criticism.

HOW DO I TALK TO A CHILD ABOUT A DISTRESSING EVENT?

- Do not explore children's upsetting experiences. However, if a girl or boy chooses to share something that distresses them, you can listen and provide comfort according to a child's "stage" or level of development in areas of body movement, thinking and learning, or communication. A child may have special need when he/she has a delay in one or more areas of development.
- Ensure you communicate clearly, accurately, and factually. For example, if you are speaking to school-aged children and sense a child needs to talk, give them your full attention. Face them, make eye contact, and kneel down to get on the child's level if necessary. Acknowledge their feelings by validating them, observe their body language, and restate what you hear them say. For more tips, please visit: [https://sites.unicef.org/cwc/files/CwC_Final_Nov-2011\(1\).pdf](https://sites.unicef.org/cwc/files/CwC_Final_Nov-2011(1).pdf).
- If a child begins to share details that may distress other girls and boys, reassure them that what they feel is important and invite them to explore their feelings after the session is finished.
- If you don't know the answer to a question, don't be afraid to admit it. Do not jeopardize the child's trust in you by making something up. Say, "I don't know." Sometimes the answer to the question is "I don't know."
- Find out what children know. Ask them, "What have you heard about this?" And then listen, listen, and listen some more.
- Share your feelings with the girls and boys. It is okay to acknowledge your feelings to the child. They will see you are human. They also get a chance to see that even though you are upset, you can pull yourself together and continue on. Parents hear it often: Be a role model. This applies to emotion too.
- When girls and boys talk about concerns, listen supportively. Help them understand that they are not alone and not responsible for what has happened.
- Reassure girls and boys and explain that what happened is not normal, but their feelings are normal.
- Acknowledge negative feelings. When talking to a child about a negative feeling, name the feeling. Also, explain that all feelings are acceptable, but some actions are not (e.g. no hitting).
- Do not make false promises, but try to re-establish a sense of trust and safety. Be honest. Tell the child the truth in the language they understand.

¹ Based on INEE, IFRC & StC.

WHAT SHOULD I DO IF A CHILD BECOMES DISTRESSED DURING A GAME OR DISCUSSION?

All of these games support children's healthy development, but some topics (like keeping safe or managing stress) can bring up different feelings or memories. You can:

- Remain calm and show that you would like to listen to them and are accepting of their feelings.
- Allow children to sit out of activities or take a break in a space where they feel safe.
- End an activity if it causes girls or boys to be upset or distressed.
- Ask the child if he or she prefers to do another activity.
- Check how each girl and boy is feeling as the session is ending and provide support to the group or individual child when needed. Let boys and girls know that they can talk to you or a trusted adult when they are upset.
- Support the child to release their stress or emotions in a positive way. For example, give the child the opportunity to play outside with friends or a pet.
- Always end the session on a positive note. For example, emphasize that girls and boys can have a positive impact on their own lives or in their community.

WHAT CAN I DO IF CHILDREN NEED MORE SUPPORT?

As you facilitate games and discussions, look out for signs of girls or boys experiencing more serious issues and contact community organizations that can help. If you work for a school/organization that has a referral process, follow it.

Write down the information for organizations or helplines that girls or boys as well as adults can go to for support:

NAME:	
Role:	Organization:
Phone:	Hours:
Address:	

Note: If you suspect or know that a girl or boy has been abused, you must report it. Please see the *Keeping Children Safe* reference sheet for more information.

Sources: This factsheet includes information from organizations such as Unicef, INEE, IASC, IIEP, IFRC, StC, WV, IRC, CCF, Government of Sierra Leone & ICSSPE.

GENDER RESPONSIVE PLAY



WHAT IS GENDER EQUALITY?

Gender equality means equality between women/girls and men/boys.

It means women/girls and men/boys should have the same opportunities, access, and benefits in our societies. For example, girls and boys should have equal opportunity to education; women and men should have equal rights (e.g. to own property, to health and social services); and women and men should have access to equal opportunities to learn, to take decisions and lead. It also means that girls and boys have access to and control over resources and information to actualize their dreams.

Source: Right To Play

WHY IS GENDER EQUALITY IMPORTANT?

It is important to have a fair and just society in order to have equal opportunities for all boys and girls, men and women regardless of their age, economic or social background, religion, race or geographical location. We need to be intentional to create equal opportunities for girls/women and boys/men. Parents and caregivers, teachers/coaches and headteachers/coaches, boys and girls, and other adults who work with children can all contribute towards eliminating gender inequalities and creating a just and equal society.

This involves considering our attitudes and believing that all boys and girls have equal right and equal potential to achieve what they would like to do. Therefore, we should make sure that they have equal opportunities to gain knowledge and skills, have confidence and ability to take decisions and families and communities that support this. One of the key ways to facilitate gender equality is to ensure gender responsive education.

WHAT IS GENDER RESPONSIVE EDUCATION?

Gender responsive education means making sure that the different roles/responsibilities, rights, needs, barriers/constraints, and opportunities for boys and girls have been taken into account in curriculum, teaching, schools, and education planning in order to contribute to greater gender equality. Gender responsive education in the school and in the classroom is not only the responsibility of female leaders and teachers/coaches. Male leaders and teachers/coaches play an equally important role and need to be equally involved in achieving this goal.

Gender responsive education will ensure that there is a “conducive learning environment for teachers/coaches and students alike by reversing gender biased attitudes, language, behavior, and stereotyped assumptions that cause gender differentials in education”.

FAWE Gender Responsive Pedagogy

It is important to ensure gender responsiveness in:

- Verbal and non-verbal communication.
- Teaching and learning materials.
- Lesson and discussion planning.
- Classroom environment – both setup and management.

We are all responsible for ensuring gender responsive education for girls and boys.

For example:

- **Schools** are responsible for ensuring physically and emotionally safe and gender responsive learning environments. For example, safe toilets, no sexual abuse or gender-based violence, etc.
- **Teachers/coaches** are responsible for gender responsive teaching practices and behavioral management in the classroom. For example, providing equal opportunities for boys and girls to lead activities and participate in class.
- **Parents** are responsible for ensuring that their boys and girls have equal opportunities to attend school and receive equal support at home. For example, ensuring boys and girls have equal responsibility for household chores.

WHY IS GENDER RESPONSIVE EDUCATION CRUCIAL?

We know that quality education for all is a fundamental human right. A gender responsive education system is crucial to ensure male and female learners of all ages have access to safe, quality educational opportunities. Gender responsive education addresses the different needs of boys and girls and ensures their enrolment, participation, and achievement in any learning environment.

HOW CAN I BE GENDER RESPONSIVE WHEN FACILITATING THESE GAMES?

It is very important to be gender responsive when you facilitate these games with children.

Some ways to do this are:

- Make it clear that all children (boys and girls) have equal ability and potential.
- Treat all children (boys and girls) with the same dignity and respect.
- Create a learning environment which reflects the experiences, contributions, and perceptions of both girls and boys.
- Ensure materials are equally accessible to both boys and girls, and do not define the role of boy or girl (e.g. a ball to a boy and a paper and pencil to a girl).
- Provide opportunities for both boys and girls to excel in all games equally.
- Provide opportunities for both boys and girls to take leadership in the game. For example, a game with a ball may be led by girls, while a game sitting and singing in a circle may be led by boys.
- Encourage consistent use of gender responsive language. For example, say “boys and girls” in your conversation instead of “children”, or use “chairperson” instead of “chairman.”
- Encourage positive and collaborative relationships between boys and girls.



HOW CAN I SPECIFICALLY INCREASE GIRLS' PARTICIPATION IN THESE GAMES?

Gender responsive education also involves finding ways to promote the inclusion of girls in your activities. Some ways that you can increase the involvement of girls and increase their level of comfort are:

Encourage girls to play

- Give equal time and resources to boys and girls.
- Provide a safe space for girls to play.
- Give girls leadership roles.
- Make activities fun.
- Encourage teamwork in larger group activities, with both boys and girls taking the lead. Many girls do not have the same opportunities as boys to play outside in the street or do not have time for recreation at home. Girls may not be as good as boys at catching a ball or running, so encourage them to participate.

Get female feedback

- Ask girls what they would like to play.
- Listen to and use girls' ideas about activities to play.
- Remember that in many cultures and environments, girls are not encouraged to speak. They can be shy. Give them opportunities to speak, without making them feel uncomfortable.

Use positive language

- Do not allow boys to make fun of the girls or be mean to them.
- Include the girls in your language when you speak to the group.
- Encourage girls to speak up and express their opinions. For example, during the Closing Reflections, you can use expressions like, "It is important to hear the opinions of both boys and girls" or "We can all have different opinions and all boys and girls should feel comfortable expressing what they feel."

CHILDREN WITH DISABILITIES & PLAY



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

The goal of inclusion is to give children equal opportunities and experiences. It means that girls and boys with disabilities have equal access to the same life chances and opportunities to lead fulfilling lives.

WHAT DOES AN INCLUSIVE ENVIRONMENT LOOK LIKE?

Inclusion is what results when girls and boys, men and women with and without disabilities live, work, learn, and play side by side. All girls and boys feel accepted. They can be themselves. They can make friends with others with and without disabilities.

WHY IS INCLUSION IMPORTANT?

Inclusion develops social skills between and across girls and boys of all abilities. It encourages empathy, diversity, and respect, and, over the long term, may change attitudes that discriminate or exclude people with disabilities in the community.



HOW CAN I BE MORE INCLUSIVE OF CHILDREN WITH DISABILITIES?

- Focus on what children can do, not what they cannot. Don't assume that children with disabilities can do less – they are creative and solve problems everyday, and can take leadership roles.
- Avoid talking down to children with disabilities or treating them as if they need your pity or charity.
- Do not call children by their impairment. For example, Peter is not "a Downs Syndrome". He is Peter and he has Downs Syndrome.
- Let the children do or speak for themselves.
- Do not assume that they need help. Discreetly ask the child (or carer) what their preferences/ specific needs are – they know best!
- Adapt activities only where necessary.

HOW CAN I ADAPT PLAY ACTIVITIES TO IMPROVE INCLUSION?

Any of these games can be adapted. The changes may be different for each activity and each child. When you consider adapting a game:

- Think about each girl and boy's specific needs and abilities. Remember that adaptations are not always the same because no two children are the same. If a child has more than one disability, think about the abilities and needs of the child, instead of responses to their individual impairments.
- Ask children at the start if they feel comfortable with the activity, and, if not, what changes they suggest so that they can play in a fun way. Girls and boys who have a disability are also well aware of the ways that they may participate in a game.
- Give all children choices in the activity, such as how they move to the end line in a relay or how they tell a story (drawing, singing etc.). This way, all children are playing the same game and no one feels like they are treated differently.

SOME WAYS TO ADAPT ACTIVITIES ARE:

Adapt the activity

- Make the activity easier or harder by changing some rules.
- Invite players to take different roles or positions.
- Explain that players can choose to play in different ways, such as to sit or stand. Make sure ALL players have this choice.
- Play in pairs or teams where all children can experience diversity. Invite all children to look for ways to support, include, and learn from each other.

Adapt the play area

- Change the size.
- Change the distance (e.g. bring a target closer).
- Change the height of the target.
- Allow for more or less space between players.

Adapt equipment

- Reduce the size or weight of equipment.
- Use balls of different textures or brighter colours, or balls that make noise.
- Make sure signs, cards, etc. are large enough for all of the children to see. Ask the child what size works for them on handwritten materials. Use font size 16 or higher on print materials.



When adapting an activity, think about:

- Is it fun for everybody?
- Does the adaptation work for all members of the group?
- Can all members of the group play equally together?
- Is the activity age-appropriate?
- Does the activity meet the needs of all the girls and boys?

WHAT ARE SOME ADAPTATIONS FOR CHILDREN WITH SPECIFIC DISABILITIES?

Below are some examples to support you as you think about children's potential needs and different options. Always ask the child first if an adaptation makes sense for them*. Let them choose. A child may not need or want these adaptations.

DISABILITY	EXAMPLE ADAPTATIONS
Vision	<ul style="list-style-type: none"> • Invite all girls and boys to work with a partner. • Use bright colours if a child has some vision (e.g. balls, armbands, pinnies). • (Note: Solid colour is better than patterns.) • Slow down the movement of the activity (e.g. use a beach ball instead of a heavier ball). • Use sound to show a location (e.g. someone taps on a target). • Have tactile versions of pictures (e.g. make them out of clay). • If possible, use spaces with bright lighting.
Hearing	<ul style="list-style-type: none"> • If a child has some hearing, ask which part of the space they prefer to hear best. • Ensure you have eye contact and make sure the child understands demonstrations. • Make sure you (and others in the group) do not cover your mouth, so that children can read your lips (e.g. when you hold an object, make sure it doesn't block your face). • Invite all girls and boys to work with a partner. Support children to communicate clearly and respectfully. • Use simple signs for instructions.
Physical	<ul style="list-style-type: none"> • Invite all girls and boys to work with a partner. • Use general words to describe physical actions (e.g. instead of "run," use "move as fast you can"). • Give opportunity to develop skills based on strength (e.g. children can throw from a seated position. Or the ball can bounce before catching it). • Consider adapting the play space so all children can move around and participate.
Intellectual	<ul style="list-style-type: none"> • Invite all girls and boys to work with a partner. • Make sure the child understands demonstrations. • Give the child time to observe before playing to make sure they understand. • Give reminders verbally or with visual markers. • Simplify the expectations for the activity.

*This is especially important when a child has more than one impairment.

HANDWASHING



WHY SHOULD I WASH MY HANDS?

Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. It is best to wash your hands with soap and clean running water for 40 seconds. If soap and clean water are not available, use an alcohol-based product to clean your hands. Alcohol-based hand rubs are fast-acting and significantly reduce the number of germs on skin.

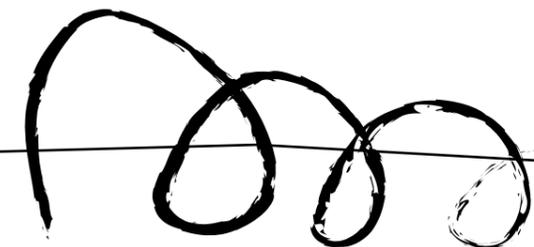


WHEN SHOULD I WASH MY HANDS?

- Before preparing or eating food.
- After using the toilet.
- After changing diapers or cleaning up a child who has gone to the toilet.
- After handling an animal or animal waste.

HOW SHOULD I WASH MY HANDS?

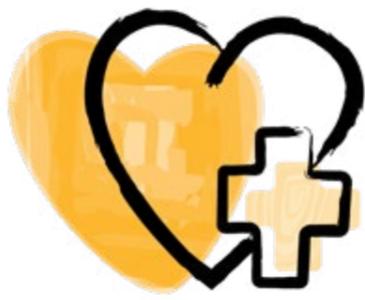
- Wet your hands with clean running water and apply soap. Use warm water if it is available.
- Rub hands together to make lather and scrub all surfaces.
- Continue rubbing hands for 40 seconds. Need a timer? Imagine singing "Happy Birthday" 4 times to a friend!
- Rinse hands well under running water.
- Dry your hands with a clean towel.



PLAY-BASED LEARNING ACTIVITIES



HEALTH & PSYCHOSOCIAL WELLBEING GAMES



For more information on psychosocial wellbeing, please see the *Psychosocial Support* reference sheet on **page 19**. This manual has many other games that support children's psychosocial wellbeing. These games are marked with a star (*) on the first page of each section.

GAME	HOLISTIC LIFE SKILL	KEY LEARNING	 AGE	 TIME	 # OF PLAYERS
Fun Even When Apart	Physical health and hygiene	This game teaches children how to keep a safe distance from one another	6+	30+ min	2+
Master Chefs	Nutrition	This game teaches children the importance of healthy eating	6+	20+ min	2+
Hello Dream	Physical health and hygiene	This game teaches children about the importance of sleeping regularly to stay healthy	6+	15+ min	2+
Vaccination Tag	Physical health and hygiene	This game teaches children how to avoid preventable illnesses and diseases	6+	15+ min	6+
Jacked Up	Physical health and hygiene	This game teaches children about the importance of staying active	6+	15+ min	3+
Who's Your Hero?*	Hope	This game teaches children how to be hopeful	6+	30+ min	2+
Shooting Stars*	Managing emotions	This game teaches children how to manage their emotions	6+	30+ min	2+
Paper Bird*	Managing emotions	This game teaches children to improve their self-care	6+	30+ min	2+
Accordion Book*	Sense of belonging	This game teaches children about feeling connected to their community of origin	6+	30+ min	2+
Puzzle of my Future*	Goal setting	This game teaches children how to set goals for the future	6+	30+ min	2+
The Treasure of Noor*	Goal setting	This game teaches children how to identify the steps they need to reach a goal	6+	30+ min	2+
Cats and Mice	Gross and fine motor skills	This game teaches children how to develop motor skills for large movements	6-9	15+ min	6+
Rinse	Physical health and hygiene	This game teaches children the importance of handwashing	6-9	20+ min	2+
Question Game	Physical health and hygiene	This game teaches children to share correct information about COVID-19	7+	30+ min	2+
Drawing Relay*	Responsible decision-making	This game teaches children how to make decisions quickly	8+	20+ min	4+
Immune-System Tag	Physical health and hygiene	This game teaches children to recognize the importance of the immune system	10+	15+ min	8+
Virus Dodge	Physical health and hygiene	This game teaches children how to avoid preventable illnesses and diseases	10+	20+ min	6+
Goal Reach*	Accountability	This game teaches children how to plan their day	10+	30+ min	2+
Trash Collection	Physical health and hygiene	This game teaches children how to keep the environment clean	10+	15+ min	6+

FUN EVEN WHEN APART



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
30+ mins



Materials
none



KEY LEARNING

This game teaches children how to keep a safe distance from one another, by playing their favourite games without touching each other.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are you doing differently these days to social distance from others?
- Why do we need to keep a safe distance between us and our friends?

HOW TO PLAY

1. Ask children to choose their favourite game and create a new way to play it without touching each other.
2. Test out different ideas together. Some of them might not work, but that's okay! Encourage children to think of creative solutions.
3. Invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are participating equally and look for opportunities to help children improve their social distancing.

WATCH THE VIDEO: <https://youtu.be/2me6UrAQ3Wo>

OTHER WAYS TO PLAY

- If the game is too difficult, children can choose a new game that involves less movement.
- If the game is too easy, one boy or girl can act as a referee. Together, create "penalties" for players who come too close to one another. Encourage creativity, but be careful not to include any penalties that might be embarrassing.



CLOSING REFLECTIONS

After the game, reflect with children on social distancing and why it is important.

REFLECT

What did you change to play the game with distance between you and your friends?

CONNECT

How does keeping a safe distance help us take care of ourselves?

APPLY

Can you think of creative ways to keep a safe distance while still having fun?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are thinking creatively and flexibly as they try different ideas to play their game without touching each other.
- Boys and girls are effectively problem solving to ensure they do not touch during the game.

REFLECTIONS

MASTER CHEFS



KEY LEARNING

This game teaches children the importance of healthy eating, by having them identify which of their favourite foods are healthy or not healthy and why.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What kinds of foods does your family regularly eat together?
- How do you feel after you eat these foods?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
20+ mins



Materials
pencils
or
markers,
paper,
other art
materials

HOW TO PLAY

1. Invite children to imagine that they will plan a meal for their family. Ask them to draw a meal or snack that they like to eat.
2. When everyone is finished drawing, invite children to share what they drew. Discuss which foods are healthy, which ones are not, and why.
3. A healthy diet includes different types of food! Ask children to categorize their foods under fruits, vegetables, grains, dairy, or protein.
4. As they play, encourage children to share any other ideas they have for playing the activity.



Throughout the game, make sure boys and girls are participating equally and look for opportunities to talk about healthy eating.

WATCH THE VIDEO: <https://youtu.be/4EgrVvfm6is>

OTHER WAYS TO PLAY

- If the game is too difficult, children can begin by first reviewing the healthy food groups. Encourage children to think of foods specific to these groups.
- If the game is too easy, children can write a recipe for a healthy meal and share what makes it healthy.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of healthy eating.

REFLECT

Were most of the foods that you drew healthy or unhealthy? Explain why.

CONNECT

Why is it important to eat healthy?

APPLY

How can we make sure that both boys and girls in our family can eat healthy?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are thinking of ideas for a healthy meal and drawing them.
- Boys and girls demonstrate an understanding of healthy and unhealthy choices when they talk about their drawings.

REFLECTIONS

HELLO DREAM



KEY LEARNING

This game teaches children about the importance of sleeping regularly to stay healthy, by acting out and guessing each other's dreams.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- How many hours do you usually sleep at night?
- How do you feel the next day when you don't get enough sleep at night? How do you feel when you get lots of sleep?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
15+ mins



Materials
pencils,
markers,
crayons,
ovvther art
materials to
make props
(optional)

HOW TO PLAY

1. Invite children to join the game by pretending to go to sleep.
2. Ask them to imagine they are dreaming.
3. Encourage boys and girls to use their imagination to act out their dreams and try to guess each other's dreams.
4. If their friends can't guess their dream, ask them if there is a different way they can express their ideas.
5. Invite children to share their ideas for how to play the game in the next round.
6. When everyone has finished guessing, ask children to pretend to go to sleep again. Give them a few minutes to cool down and relax.



Throughout the game, make sure boys and girls are participating equally and encourage them to ask questions if they are stuck.

WATCH THE VIDEO:

https://youtu.be/AUtK_5y8rj4

OTHER WAYS TO PLAY

- If the game is too difficult, children can act out their dreams using words and sounds.
- If the game is too easy, children can make their own props to act out their dreams.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of sleeping regularly to stay healthy.

REFLECT

How did your body feel when you relaxed after playing?

CONNECT

Why is it important to get enough sleep at night?

APPLY

How will you make sure you get enough sleep each night?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are using their imagination to think of dreams and act them out in different ways for others to guess.
- Boys and girls can share ideas about why it is important to get enough sleep and how to do this.

REFLECTIONS

VACCINATION TAG



KEY LEARNING

This game teaches children how to avoid preventable illnesses and diseases, by using balls to protect themselves in a game of tag.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some examples of a virus?
- What do viruses do to a person's body?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
2-4 balls or other soft items players can catch and throw

HOW TO PLAY



1. Ask for two children to volunteer to play the Virus. The Virus will try to tag the other players by touching them. The rest of the children must try their best to not get tagged.

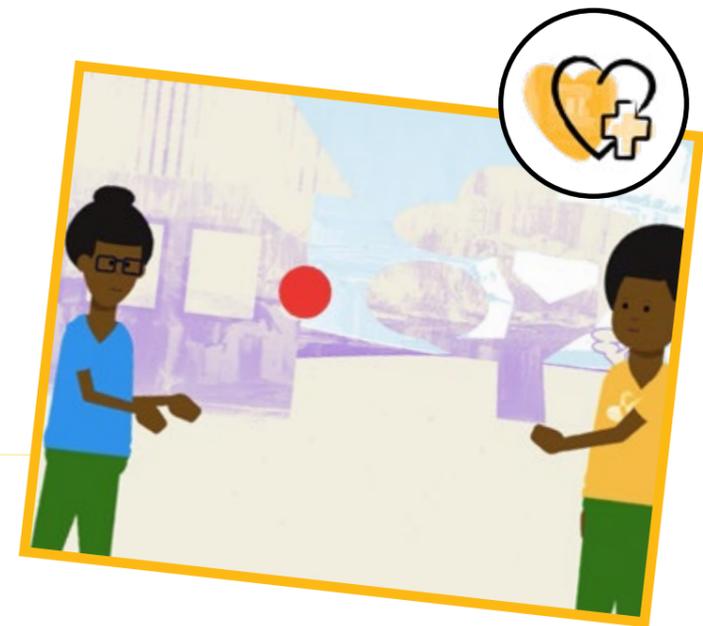
2. Hand out the balls to some of the other children. These players represent the Vaccination and cannot be tagged by the Virus. However, a player can only hold onto a ball for five seconds before they must pass it to somebody else.
3. If a child without a ball is tagged, they will join the Virus team.
4. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure everyone is playing safely and that both boys and girls have equal opportunity to play the roles of Virus and Vaccination.

WATCH THE VIDEO: https://youtu.be/E_uUvt9Lkbo

OTHER WAYS TO PLAY

- If the game is too difficult, children can play with fewer Viruses and fewer Vaccination balls.
- If the game is too easy, children can add other balls that represent hand washing, healthy foods, and other prevention methods.



CLOSING REFLECTIONS

After the game, reflect with children on how they can protect themselves from a virus.

REFLECT

How did it feel to be kept safe by the Vaccination ball?

CONNECT

Have you ever had a vaccination? Why is it important to get vaccinations?

APPLY

What are some other ways (besides vaccinations) that you can protect yourself from getting a virus?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are passing the Vaccination balls in order to protect each other from the Virus.
- Boys and girls can explain the importance of vaccinations and identify more than one way to protect themselves from viruses.

REFLECTIONS

JACKED UP



KEY LEARNING

This game teaches children about the importance of staying active, by using different body parts to create fun actions or movements.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some different ways you can move your: Feet? Legs? Arms? Hips? Full Body? (*Invite children to demonstrate different actions*).
- Why is it important to stay active?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
15+ mins



Materials
none

HOW TO PLAY

1. Ask children to choose two different body parts.
2. Work with children to think of a fun action or movement using those body parts. Encourage them to think of something that all players can do.
3. When everyone has created their actions, review the actions together. Encourage children to try to remember them!
4. The first player will do their action. Then they will do the action of another player.
5. When a player's action is done, it is their turn! That player does their action and then a new player's action. Encourage children to try to go as fast as they can!



6. Invite children to think of other games that keep them active.

Throughout the game, make sure boys and girls feel comfortable with the different actions and that they are choosing actions that all players can do.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can focus on remembering only their own movement and 2 other players' actions.
- If the game is too easy, children can challenge themselves to use a body part that is different from other players.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of staying active.

REFLECT

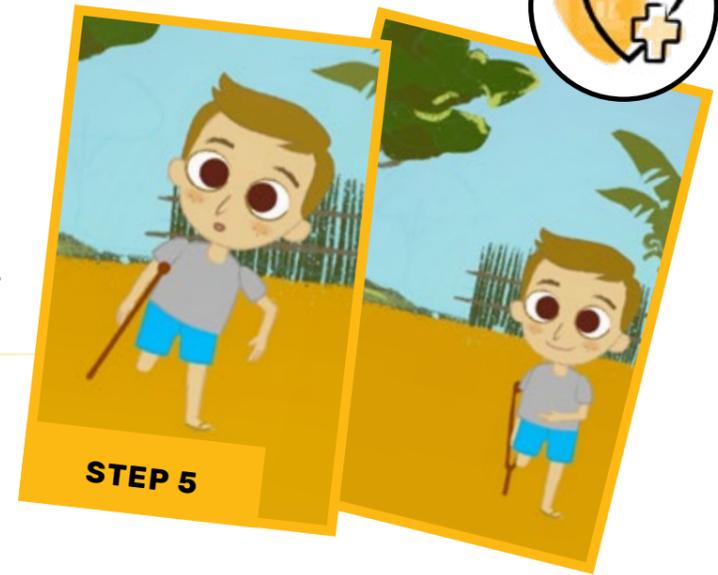
Which action did you like the most? Why?

CONNECT

What are some things you did this week to keep you active?

APPLY

In your everyday life, how can you be more active at home?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are thinking of active movements.
- Boys and girls are able to make different physical movements.
- Boys and girls are able to remember and do more than one child's physical movement.

REFLECTIONS

WHO'S YOUR HERO



KEY LEARNING

This game teaches children how to be hopeful, by asking them to identify heroes in their community.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What job would you like to do when you grow up?
- What makes this job important to you?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
30+ mins



Materials
pencils,
markers,
paper

HOW TO PLAY

1. Invite children to think of a job they really like. They should keep their answers in their heads and not say them out loud.
2. Ask children to give clues to one another about their job, by acting something out, drawing it, or giving a hint. Encourage all children to keep guessing until they figure out the jobs.
3. After everyone has finished guessing, ask children to think of a hero in their family or their community.
4. Invite children to create a special message about hope for their hero. For example, they can use different art supplies, or create a song or chant. Encourage them to be creative!



Throughout the game, make sure boys and girls are participating equally and look for opportunities to talk about gender equality in different roles.

WATCH THE VIDEO:

<https://youtu.be/UqAK-D5xhhQ>

OTHER WAYS TO PLAY

- If the game is too difficult, children can share the first letter or first sound of their job as an extra hint.
- If the game is too easy, a child can set a limit on the number of guesses, the number of clues, or the amount of time for guessing.



CLOSING REFLECTIONS

After the game, reflect with children on how their heroes can make them feel hopeful.

REFLECT

What makes the person you chose a hero to you?

CONNECT

Why does your hero make you feel hopeful?

APPLY

How will you be like your hero?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to identify heroes in their family or community.
- Boys and girls can express their ideas and feelings about their heroes.

REFLECTIONS

SHOOTING STARS



KEY LEARNING

This game teaches children how to manage their emotions, by creating a jar of ideas that can help them feel better.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What makes you happy or sad?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
30+ mins



Materials
2 containers,
pieces of
paper, drawing/
writing materials

HOW TO PLAY



3. Try the game once and encourage children to share their ideas for how to play the game again.
4. After playing, invite children to discuss the ideas in the jars. Ask children where to keep the jar of happy ideas and encourage them to take a paper from the happy jar the next time they feel sad or worried.

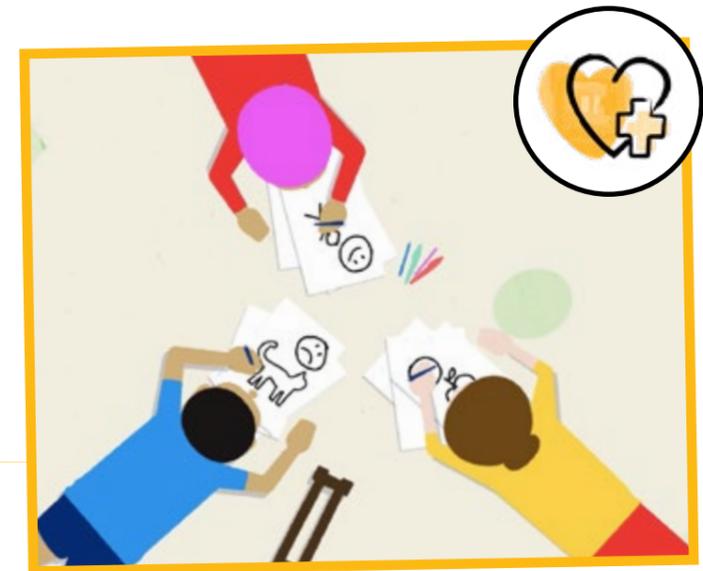
Throughout the game, make sure boys and girls are participating equally. Look out for signs of children experiencing more serious issues and contact their families or community organizations for support.

WATCH THE VIDEO:
<https://youtu.be/m4SE4d0GmWI>

1. Invite each child to write or draw 2 things that make them sad and 4 things that make them happy. They can put one idea on each piece of paper.
2. Invite children to set up a happy jar and a sad jar. Ask them to crunch the papers into balls. Keep the balls separate – they will see who can throw the most happy balls into the happy jar and the most sad balls into the sad jar.

OTHER WAYS TO PLAY

- If the game is too difficult, children can list 1 person, 1 place and 1 thing that makes them happy.
- If the game is too easy, children can tell a story about why something makes them happy.



CLOSING REFLECTIONS

After the game, reflect with children on how they can manage their emotions.

REFLECT

What were some different ideas in the happy jar?

CONNECT

When was a time you felt bad and something or someone cheered you up?

APPLY

When you feel sad or worried, what can you do?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can think of things that make them feel happy and write or draw about them.
- Boys and girls can think of positive ways to manage emotions.

REFLECTIONS

PAPER BIRD



KEY LEARNING

This game teaches children to improve their self-care, by making an animal that represents their self-care activities and supportive relationships.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What are some things you do to look after yourself?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



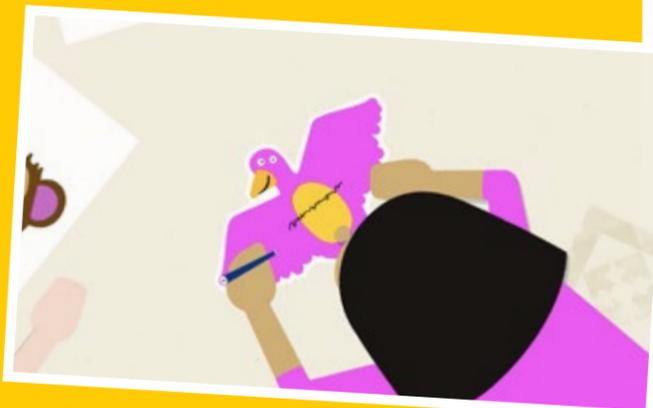
Time
30+
mins



Materials
pencils
or markers,
paper,
other art
materials

HOW TO PLAY

1. Invite each child to think of an animal that makes them feel happy or hopeful, and to make it with art supplies or other materials.
2. Invite children to choose one part of the animal and draw or write things there that they can do to take care of themselves. Then they can choose another part of the animal to draw or name people who support them.
3. Children can decorate their animals however they like! As they play, encourage them to share any other ideas they have for doing the activity.



Throughout the game, make sure boys and girls are participating equally. Reinforce that boys and girls can have the same emotions.

WATCH THE VIDEO:

<https://youtu.be/JoUZ-S2iB60>

OTHER WAYS TO PLAY

- If the game is too difficult, children can make a simpler craft, like a bookmark.
- If the game is too easy, create an animal that can stand by itself.



CLOSING REFLECTIONS

After the game, reflect with children on how they can take care of themselves.

REFLECT

What people and activities did you draw?

CONNECT

How do they help you feel better?

APPLY

What are some ways you can take care of yourself the next time you feel bad?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can think of self-care ideas and supportive people.
- Boys and girls are able to make a craft to express these ideas.
- Boys and girls can share ideas for taking care of themselves when they feel bad.

REFLECTIONS

ACCORDION BOOK



KEY LEARNING

This game teaches children about feeling connected to their community of origin, by creating an accordion book to share a traditional story.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What stories do you know from your community?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



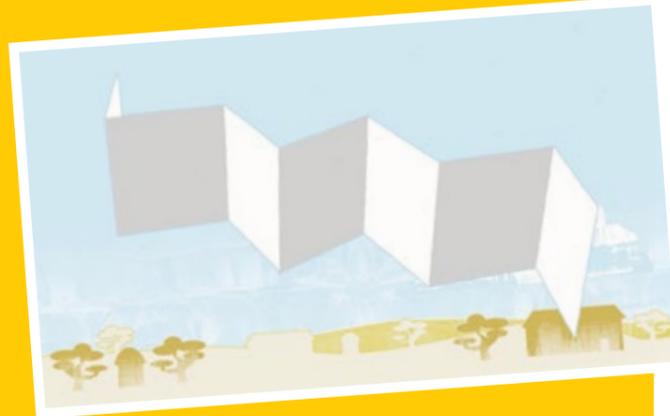
Time
30+ mins



Materials
pencils,
markers,
paper
(optional:
glue, tape,
scissors
& other art
supplies)

HOW TO PLAY

1. Guide children to create their own book. One fun way to do that is to make an accordion book. Cut a piece of paper into two strips and put them together in a zig-zag.
2. Invite children to think about one of the traditional stories from their community or their family that they love.
3. Explain that they will draw or write the story in their book. Encourage children to be creative!



Throughout the game, reinforce that male and female characters can have the same strengths and qualities.

WATCH THE VIDEO: https://youtu.be/m-v1Jlg_RI4

OTHER WAYS TO PLAY

- If the game is too difficult, children can begin with a brainstorm session, to think of stories together and share them aloud.
- If the game is too easy, children can create a longer accordion book with a more detailed story.



CLOSING REFLECTIONS

After the game, reflect with children about their connection to their community of origin.

REFLECT

Why do you love this story?

CONNECT

Why is this story important to your family and the people in your community?

APPLY

What stories about your community can you tell to others?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to think of a story from their culture that is meaningful to them.
- Boys and girls are able to tell the story in their own way, using pictures and/or words.

REFLECTIONS

PUZZLE OF MY FUTURE



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
30+ mins



Materials
pencils
or markers,
paper,
scissors



KEY LEARNING

This game teaches children how to set goals for the future, by creating a picture puzzle of something they want to do in the future.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is a goal?
- When you imagine your future, what do you see?

HOW TO PLAY

1. Invite boys and girls to make a picture of something they want to do when they grow up. Encourage them to fill the page with their drawing.
2. Once the drawings are completed, ask children to flip their picture over and draw puzzle pieces on the back.
3. Children can then cut out the puzzle pieces and put the puzzle back together again.
4. Invite children to share any other ideas they have for doing the activity.
5. Encourage boys and girls to share what they drew.



Throughout the game, encourage boys and girls to work towards their own goals and support each other.

WATCH THE VIDEO: <https://youtu.be/ask6Qlg3VwE>

OTHER WAYS TO PLAY

- If the game is too difficult, children can make a puzzle with fewer pieces.
- If the game is too easy, children can set a challenge for building a puzzle, for example, to build it without using your hands.



CLOSING REFLECTIONS

After the game, reflect with children on why it's important to think about their future and set goals.

REFLECT
What goal did you draw in your puzzle?

CONNECT
Why is the goal in the puzzle important to you?

APPLY
What is something you can do now to help reach your goal?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to imagine an idea for their future and draw it.
- Boys and girls are comfortable sharing their goal with their peers.
- Boys and girls can identify a goal they have and something they can do to get there.

REFLECTIONS

THE TREASURE OF NOOR



KEY LEARNING

This game teaches children how to identify the steps they need to reach a goal, by creating an adventure story that shows how characters reach a goal.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is a goal?
- What are some goals you have for your life?
- How do you think people prepare to reach their goals?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
30+ mins



Materials
none

HOW TO PLAY

1. Invite boys and girls to work together to create a story about an adventure! The story should show how their characters reach a goal.
2. Encourage children to use their imagination. For example, they can make a storybook, create puppets, or pretend to be the characters.



Throughout the game, make sure boys and girls are participating equally and have chances to be leaders.

WATCH THE VIDEO: <https://youtu.be/nQjHn6Ug0wQ>

OTHER WAYS TO PLAY

- If the game is too difficult, children can brainstorm the steps the characters can take to reach their goals.
- If the game is too easy, children can create two or more different endings for the story.



CLOSING REFLECTIONS

After the game, reflect with children on the steps they need to reach a goal.

REFLECT

What steps did your characters take to reach their goal?

CONNECT

Can you think of a time when you reached a goal or worked hard to achieve something? How did you reach that goal?

APPLY

What is a goal that you have now, and what steps will you take to reach it?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are being creative and using their imagination to create the story.
- Boys and girls are thinking of different steps the characters can take to reach a goal.

REFLECTIONS

CATS AND MICE



KEY LEARNING

This game teaches children how to develop motor skills for large movements, by moving to different circles without being tagged.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Why is it important to be physically fit?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6-9



of Players
6+



Time
15+ mins



Materials
anything to mark circles
(e.g. ropes, chalks, hula hoops)

HOW TO PLAY



circles and find a new one. The Cat also tries to find a circle. The child who does not find an empty circle becomes the next Cat, or a new animal of their choice.

1. As a warm up, invite children to demonstrate the noises cats make.
2. Ask one child to volunteer to be the Cat. The others are mice.
3. Invite the Mice to find a spot on the ground and draw a circle around themselves.
4. Explain and demonstrate that the Mice begin in their circles. When the Cat "meows", they need to leave their

5. Remind children that only one child can be in a circle at a time, and the child who gets a foot inside a circle first gets to stay in that circle.
6. Invite children to share their ideas for how to play the game in the next round.

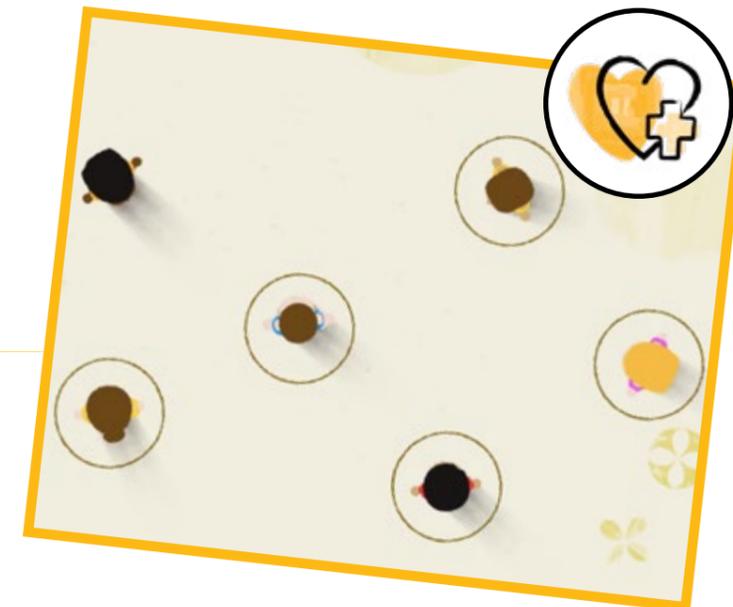
Throughout the game, make sure boys and girls are playing safely and being gentle with one another, and encourage them to try different kinds of movements.

WATCH THE VIDEO:

<https://youtu.be/oqdajux9Ybw>

OTHER WAYS TO PLAY

- If the game is too difficult, children can draw the circles farther apart.
- If the game is too easy, children can add more Cats to the game.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop motor skills for large movements.

REFLECT

Which parts of your body worked harder or faster during the activity?

CONNECT

Where, in your daily life, do you need to be able to move in a speedy way?

APPLY

What are some exercises or activities you can do to help increase your speed?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Girls and boys are able to reach new circles.
- Boys and girls are using motor skills for large movements.
- Girls and boys can identify different gross motor movements.

REFLECTIONS

RINSE



KEY LEARNING

This game teaches children the importance of handwashing, by creating a short song about why it's important to wash your hands.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What do we need to wash our hands with?
(Answer: soap and water)
- How long do we need to wash our hands for?
(Answer: 40 seconds)



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6-9



of Players
2+



Time
20+ mins



Materials
none

HOW TO PLAY



Throughout the game, make sure boys and girls have equal opportunity to share their ideas for songs.

1. Work with children to create a song about why it's important to wash your hands. For example, you can use the tune of your favourite song.
2. Can you make the song at least 40 seconds long? Try it out and see!
3. Invite children to share their ideas for different songs and rhythms to use.

REMEMBER: Have fun!



OTHER WAYS TO PLAY

- If the game is too easy, children can add actions to the song to show how to wash their hands properly.
- If the game is too difficult, children can choose a song that everyone already knows and change some of the words.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of handwashing.

REFLECT

Did 40 seconds feel like a long time? Why or why not?

CONNECT

Why is it important to wash your hands often? Why is it extra important with COVID-19?

APPLY

How can you teach your friends and family about the importance of handwashing?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are describing the importance of handwashing.
- Boys and girls are sharing their ideas through song.
- Boys and girls are describing and/or demonstrating proper handwashing.

REFLECTIONS

QUESTION GAME



KEY LEARNING

This game teaches children to share correct information about COVID-19, by creating their own question and answer game to play with their peers.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some games you like to play with your friends?
- What do you know about COVID-19?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
7+



of Players
2+



Time
30+ mins



Materials
pencils,
paper, health
brochures
(optional)

HOW TO PLAY

1. Begin with a brainstorming session. Together, make a list of things the children want to know about COVID-19.
2. Invite children to work together to find some of the answers to their questions. Supply materials such as health brochures, if available.
3. Encourage children to design their own game with the questions and answers!
4. Provide children time to play their games with their peers.

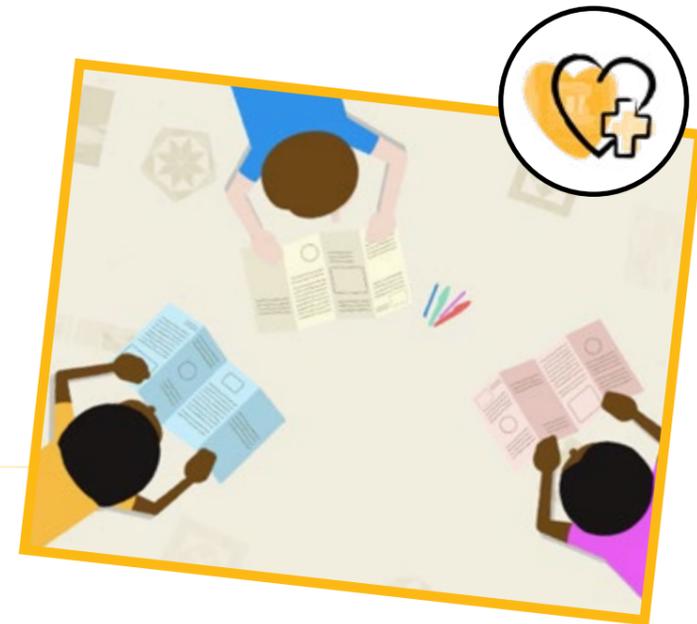


Throughout the game, guide children to find accurate information and look up information safely. Encourage boys and girls to participate equally and support children with disabilities to access information.

WATCH THE VIDEO: <https://youtu.be/XoUGLgAwCVk>

OTHER WAYS TO PLAY

- If the game is too difficult, children can check their information about COVID-19, with the help of adults.
- If the game is too easy, children can explore myths and stereotypes about COVID-19 together.



CLOSING REFLECTIONS

After the game, reflect with children on how they can communicate clearly.

REFLECT

What did you learn about COVID-19 that you can share with others?

CONNECT

Where could you find out correct information about COVID-19 in your community?

APPLY

What might happen if we tell others wrong information about COVID-19?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are thinking of questions and finding appropriate answers.
- Boys and girls are creating fun ways to ask and answer questions.

REFLECTIONS

DRAWING RELAY



KEY LEARNING

This game teaches children how to make decisions quickly, by doing a shared drawing activity where they contribute to other people's pictures.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some things you can do very fast?
- Have you ever had to make a decision quickly?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
8+



of Players
4+



Time
20+ mins



Materials
pencils or markers, paper

HOW TO PLAY



1. Invite children to organize themselves into teams of 4 or more people
2. Ask children to sit in a circle with their team. Make sure everyone has a pencil and a piece of paper. Invite children to decide in their teams what they would like to draw.

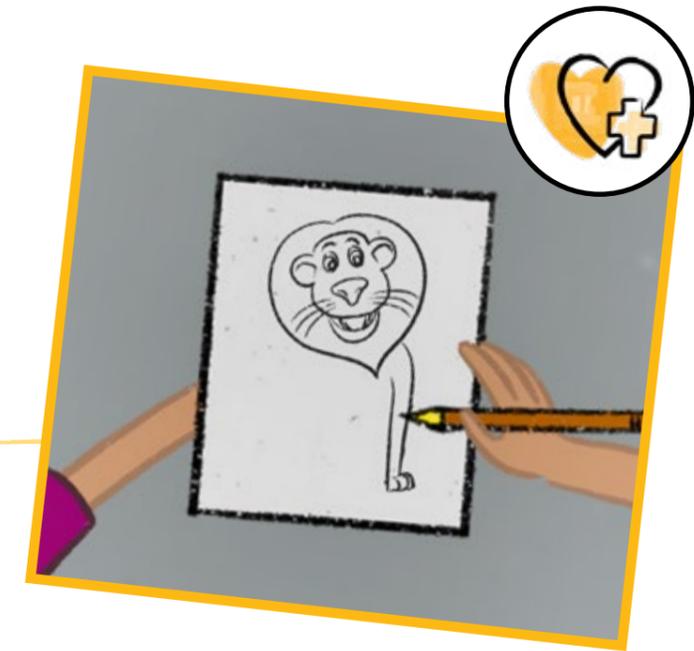
3. Children will begin their drawings and will work on their picture for 10 seconds.
4. When they hear "Switch," they will pass their paper to the next person and continue with the drawing. This passing of papers and drawing continues until they get their original paper back. They can then show each other the final drawings.
5. Invite children to share their ideas for how to play in the next round.

Throughout the game, make sure that boys and girls are participating equally.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can make the time for drawing longer. For example, 20 seconds.
- If the game is too easy, children can try to draw with the hand that they do not usually use.



CLOSING REFLECTIONS

After the game, reflect with children on making quick decisions.

REFLECT

When you got a new paper, how did you decide what to draw?

CONNECT

What are other times when you need to make a decision right away?

APPLY

In your everyday life, what will you do to help make a good decision quickly?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are making attempts to draw during the time allotted for drawing
- Boys and girls are passing their papers to the person beside them on time.
- Boys and girls are able to identify decision-making moments in their lives and can share ideas for how they can make good decisions quickly.

REFLECTIONS

IMMUNE SYSTEM TAG



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
8+



Time
15+
mins



Materials
none

KEY LEARNING



This game teaches children to recognize the importance of the immune system, by playing a tag game between a “virus” and a “body”.

OPENING REFLECTIONS



Introduce the game to children by asking the following questions:

- What is a virus?
- How does your immune system help to keep you healthy?

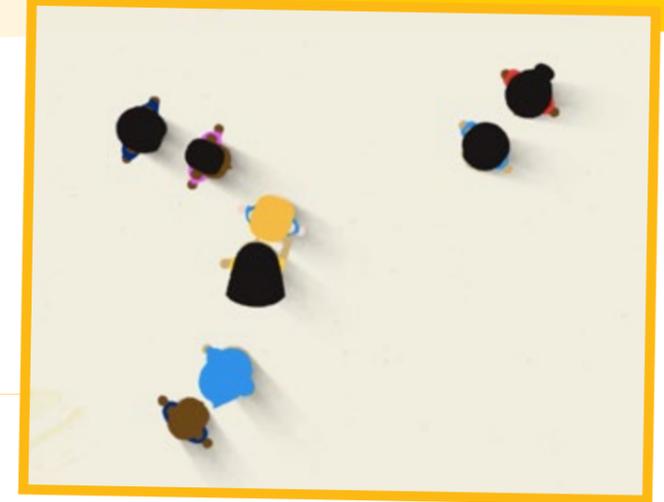
HOW TO PLAY



1. Invite boys and girls to divide themselves into pairs, and to form an inner circle and an outer circle. The players who form the circles represent the Immune System.
2. Ask for a pair to volunteer: one child will be the Virus and the other the Body. This pair can move anywhere in the play area, inside and outside the circle.
3. When children hear “Go”, the Virus will chase and try to tag the Body.
4. At any time, the Body can stop in front of an inside person of the Immune System. When this happens, the partner on the outside is released from the pair and becomes the new Body.
5. The former Body becomes the Immune System’s new partner, standing in the inner circle as their partner moves to the outer circle.
6. If the Virus tags the Body before the Body has stopped in front an inside person of the Immune System, the Virus and Body switch roles and continue the chase.
7. Remind players to move through the spaces between Immune System pairs and not between partners.
8. Invite children to share their ideas for how to play the game in the next round.



WATCH THE VIDEO:
<https://youtu.be/KuGbBsv-dkw>



Throughout the game, make sure boys and girls have equal opportunity to be the Body and the Virus and that everyone is playing safely.

OTHER WAYS TO PLAY

- If the game is too difficult, single players can represent the Immune system, rather than pairs.
- If the game is too easy, two children can be the Viruses and two children can be the Bodies.



CLOSING REFLECTIONS

After the game, reflect with children on how they can recognize the importance of the Immune System.

REFLECT

For those of you who were chased, how did it feel to know that you had a way to be safe?

CONNECT

Have you ever been sick from a virus? What did it feel like? What did you do to feel better again?

APPLY

What can we do to keep our immune systems strong and healthy to prevent illness?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are moving easily between the roles of Immune System, Virus, and Body.
- Boys and girls demonstrate an understanding of how viruses infect the body and the importance of the immune system in preventing illness.

REFLECTIONS

VIRUS DODGE



KEY LEARNING

This game teaches children how to avoid preventable illnesses and diseases by dodging a rolling ball (the Virus).



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Have you ever been sick with a virus?
- How did your body feel when you were sick?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
20+ mins



Materials
balls and 4 cones

HOW TO PLAY



1. Work with children to mark a rectangular play area. Use the cones to mark 2 safety zones at either end.
2. Ask for 2 volunteers to be the Rollers. The Rollers stand on the long side of the rectangle facing the playing field. The remaining children will stand in one of the safety zones.

3. Rollers will roll a ball on the ground back and forth to each other. It represents the Virus.
4. When children hear "Go!", they will move from one safety zone to the other while avoiding the Virus (balls).
5. If a child touches the Virus, they join the Rollers and help to tag other players with the balls.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure that everyone is playing safely and that both boys and girls have equal opportunity to be the Rollers.

WATCH THE VIDEO: <https://youtu.be/V6rnLCNAbrE>

OTHER WAYS TO PLAY

- If the game is too difficult, children can increase the space between the Safety Zones.
- If the game is too easy, children can shrink the play area to make it more difficult to dodge the balls.



CLOSING REFLECTIONS

After the game, reflect with children on how they can avoid getting sick with preventable diseases.

REFLECT

What strategies did you use to avoid the Virus (balls)?

CONNECT

How are sicknesses, like viruses, spread?

APPLY

What are some ways you can avoid getting sick with a virus?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are working together to avoid the Virus.
- Boys and girls are taking care for each other's safety when they roll and dodge the Virus balls.
- Boys and girls can name more than one way to avoid getting sick with a virus.

REFLECTIONS

GOAL REACH



KEY LEARNING

This game teaches children how to plan their day, by setting and scattering goals out of reach and working together to collect as many goals as possible.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Think of goals that you want to achieve in your day. Draw or write each goal on a different piece of paper. Once written, fold the papers up.



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
2+



Time
30+ mins



Materials
pencils/
markers,
paper (in
smaller
pieces),
start line
(e.g. broom,
rope)

HOW TO PLAY



- Invite boys and girls to mark a start line.
- Ask all children to stand behind the start line and to throw their pieces of paper as far as they can, beyond the start line.

- The children can work together to try to get their goals back. Invite children to set a challenging rule. For example, only their hands can touch the ground in front of the start line.
- Encourage children to think of creative ideas to work together to collect their goals.
- Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, together, children can choose one object to use to help get the goals.
- If the game is too easy, children can set a consequence for breaking the rule. For example, they need to put 2 of the goals back in front of the start line.



CLOSING REFLECTIONS

After the game, reflect with children on how they can plan their day.

REFLECT

Share aloud the goals you wrote down.

CONNECT

What does a healthy or good day look like for you? What does it include?

APPLY

What can you do to make sure you follow the plans that you set for your day?

Structure helps children feel safe and to know what to expect every day at home or school, even though the world outside is unpredictable. You can create a daily routine with the children.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are listening to one another and thinking creatively and flexibly to reach and collect the goals.
- Boys and girls are identifying things that they feel are important to do each day.
- Boys and girls can identify ways to turn these important tasks into routines.

REFLECTIONS

TRASH COLLECTION



KEY LEARNING

This game teaches children how to keep the environment clean, by throwing garbage into a trash “bin” during a relay race.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What do you do when you see trash around you? In your community?
- How does it make you feel to see trash around you?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
15+ mins



Materials
chalk or hula hoops, paper trash, anything that represents trash bins

HOW TO PLAY



1. Invite boys and girls to organize themselves into teams of a similar size. Provide each team with a collection of materials.
2. Draw a start line and explain that this is a relay race. Each team can decide where to place or draw their circle in front of the start line, and how far away their bin should be from the circle.
3. Ask children to place the trash inside their circle, and go behind the start line.
4. When the game leader says “go”, the first player from each team will move to their team’s circle, pick up a piece of trash, and try to throw it into the bin while staying in the circle.
5. Players who miss will put it back in the circle and then return to their team for the next player to try. Players continue until all of the trash from their circle is in the bin.
6. Invite children to share their ideas for how to play the game in the next round.



WATCH THE VIDEO:
<https://youtu.be/DnKntIfHllg>

Throughout the game, make sure boys and girls are participating equally.

OTHER WAYS TO PLAY

- If the game is too difficult, children can have two tries to throw the trash into the bin.
- If the game is too easy, children can move the bins farther away.



CLOSING REFLECTIONS

After the game, reflect with children on how to keep the environment clean.

REFLECT

How did you feel when you got the trash into the bin?

CONNECT

Why is it important to keep the community around you clean?

APPLY

What things can you do in your everyday life to help keep the environment clean?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to identify actions they can take to help keep the environment clean.
- Boys and girls are able to express reasons for keeping the environment/their community clean.

REFLECTIONS

COGNITIVE DEVELOPMENT GAMES



COGNITIVE FUNCTIONING

GAME	HOLISTIC LIFE SKILL	KEY LEARNING	 AGE	 TIME	 # OF PLAYERS
Making Instruments*	Creativity	This game teaches children how to be creative	1+	15+ min	2+
Fruit Salad*	Concentration	This game teaches children how to stay focused	3+	20+ min	3+
Let's Decorate!*	Creativity	This game teaches children to be creative	6+	30+ min	2+
Organized Baskets	Organization	This game teaches children how to organize objects and concepts	6+	20+ min	6+
The Winking Game*	Concentration	This game teaches children how to focus on a task	6+	10+ min	6+
Colour Connection*	Working Memory	This game teaches children how to improve their memory	6+	15+ min	6+
Remember Me?*	Working Memory	This game teaches children how to develop memory skills	6+	10+ min	6+
Say it Without Words*	Creativity	This game teaches children to be creative	6+	10+ min	3+
Silly Ball*	Creativity	This game teaches children to be creative	6-9	15+ min	6+
Count It Up*	Concentration	This game teaches children how to focus on a task	10+	15+ min	6+
Secret Director*	Concentration	This game teaches children about the importance of concentration	10+	20+ min	4+
Natural Orchestra*	Creativity	This game teaches children to be creative	10+	20+ min	2+



LITERACY

GAME	HOLISTIC LIFE SKILL	KEY LEARNING	 AGE	 TIME	 # OF PLAYERS
I Like Ice Cream	Speaking and listening	This game teaches children to learn and recite simple chants	3-7	10+ min	6+
Rhyming Word Chain	Reading	This game helps children to learn rhyming words	6+	10+ min	10+
Animal Scramble Tag	Speaking and listening	This game teaches children new vocabulary	6+	15+ min	6+
Syllable Dance	Reading	This game teaches children how to separate words into syllables	6+	15+ min	4+
Feeding Time	Writing	This game teaches children how to use their imagination to create a story	6+	15+ min	10+
Body Spelling	Writing	This game teaches children how to practice spelling	6+	15+ min	6+
Running Dictation	Writing	This game teaches children how to arrange words into a sentence	7+	20+ min	6+
My Name Is	Reading/writing	This game helps children learn descriptive words	7+	20+ min	6+
Switch-a-Word	Speaking and listening	This game teaches children to build their vocabulary	9+	15+ min	10+
Freeze Stories	Speaking and listening	This game teaches children how to tell a structured story	10+	30+ min	4+



NUMERACY

GAME	HOLISTIC LIFE SKILL	KEY LEARNING	 AGE	 TIME	 # OF PLAYERS
Toss and Run	Data management	This game teaches children how to collect and organize data	7+	20+ min	6+
Evens and Odds	Number sense	This game teaches children how to add and subtract single digit numbers	7+	20+ min	10+
I Like Math	Number sense	This game teaches children to practice mental math	7+	15+ min	2+
Counting Over and Under	Number sense	This game teaches children how to count forward and backward in multiples	8+	10+ min	8+
Group Numbers	Number sense	This game teaches children how to count in multiples of 1, 2, 3, 4, and 5	9+	10+ min	10+
500	Number sense	This game teaches children how to add or subtract using mental math	10+	15+ min	6+

MAKING INSTRUMENTS



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
1+



of Players
2+



Time
15+ mins



Materials
none



KEY LEARNING

This game teaches children how to be creative, by making musical instruments with their bodies.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Why is it important to be creative?

HOW TO PLAY

1. In this game, we will use our bodies to make musical instruments! Invite children to move their bodies in different ways that make different sounds.
2. Ask children to choose one of the sounds they like best.
3. Work with children to use these sounds to create a song. Together, choose a song they know and like. Encourage them to use their new "instruments" in the song.
4. Being creative helps us to do new things. Invite children to think of other ways to be creative and play the game.



Throughout the game, make sure boys and girls are playing safely and have equal opportunity to participate.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can make body sounds and then sing the song.
- If the game is too easy, children can create a new song, instead of using a song they already know.



CLOSING REFLECTIONS

After the game, reflect with children on how to be creative.

REFLECT

Was it difficult to think of different sounds to make with your body? Why or why not?

CONNECT

What are some creative ideas you have had in your own life?

APPLY

What other activities can you do to be creative?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are thinking creatively and flexibly as they test and try different sounds.
- Boys and girls are working together to create the song.
- Boys and girls can identify different ways to be creative in their daily lives.

REFLECTIONS

FRUIT SALAD



KEY LEARNING

This game teaches children how to stay focused, by listening carefully for cuing words and doing actions to match.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What do you do to focus on tasks in your life?
- Why is it important to stay focused?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
3+



of Players
3+



Time
20+
mins



Materials
none

HOW TO PLAY

1. Invite children to name their favourite fruits.
2. Ask them to create silly actions to go with each fruit. For example, a mango could mean wave your hands. A banana could mean jump up and down.
3. Next, ask for a volunteer to start telling a story about the fruits. Encourage them to use their imagination and include as many fruits as possible.
4. When the other players hear a fruit, they will do the action for that fruit as fast as they can.
5. If someone does the wrong action, it is their turn to continue the story.
6. Invite children to share their ideas for



Throughout the game, make sure boys and girls have equal opportunity to be the storyteller and encourage creativity in storytelling.

WATCH THE VIDEO:
<https://youtu.be/IXanjv-lo0Y>

OTHER WAYS TO PLAY

- If the game is too difficult, children can reduce the actions by using fewer fruits.
- If the game is too easy, they can add an extra challenge, like doing the actions for all the fruits except one. For example, when children hear “banana,” they do not act.



CLOSING REFLECTIONS

After the game, reflect with children on how to stay focused.

REFLECT

What helped you stay focused in the game?

CONNECT

Where else in your life is it important to stay focused?

APPLY

What are some other things you can do in everyday life to help you stay focused?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are paying attention and doing the right actions for the fruits.
- Boys and girls are having fun while staying focused.

REFLECTIONS

LET'S DECORATE!



KEY LEARNING

This game teaches children to be creative, by making their own decorations for objects.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is something you have created lately that you feel proud of?
- What home improvements have you helped your family with lately? Did your family have any new ideas for doing this? What were they?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
30+ mins



Materials
pencils
or
markers,
paper, other
art materials

HOW TO PLAY

1. Invite children to look for objects around them that they can decorate.
2. Ask boys and girls to share ideas about ways they can make the objects look better. For example, how can they make them look happier, cooler, or more beautiful?
3. After the brainstorm, encourage children to make a design together and put their plan into action!



Throughout the game, make sure boys and girls are both sharing and listening to each other's ideas.

WATCH THE VIDEO: <https://youtu.be/18Xg0MFQrcA>

OTHER WAYS TO PLAY

- If the game is too difficult, children can use sample materials to decorate.
- If the game is too easy, children can hold a competition to create and give out awards together, like most creative or most colourful.



CLOSING REFLECTIONS

After the game, reflect with children on being creative.

REFLECT

How does it feel to come up with your own ideas and make something with them?

CONNECT

When was another time in your life when you came up with your own ideas to improve something?

APPLY

What are some ways that you can help improve your home and community?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are thinking creatively and flexibly as they design and try different ideas.
- Boys and girls are working together to create something.

REFLECTIONS

ORGANIZED BASKETS



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
20+ mins



Materials
small objects
(stones,
twigs,
pencils)



KEY LEARNING

This game teaches children how to organize objects and concepts, by sorting objects into categories during a relay race.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What do we mean when we talk about organizing objects?

HOW TO PLAY



in front of them and organize the objects into categories. Encourage children to come up with different ways of sorting the objects for each round. For example, by colour or size.

1. Ask boys and girls to gather small objects like twigs, stones, pencils, and utensils into a large pile.
2. Invite children to form teams of a similar size. Create a starting line away from the pile of objects. Separate the objects into the same number of piles as there are teams.
3. The first player from each team will move from the starting line to the pile

4. When all the objects have been organized, the player can mix the objects back up for the next player, and then return to the back of their team line.
5. The game is complete when all children have had a chance to organize the piles.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are playing safely.

WATCH THE VIDEO:

<https://youtu.be/xmWIJT6Er48>

OTHER WAYS TO PLAY

- If the game is too difficult, children can use only two or three different types of objects to organize.
- If the game is too easy, children can use objects that are similar, making them harder to separate. For example, instead of sticks and stones, use pencils and pens.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of organizing objects and concepts.

REFLECT

What rule did you use for organizing the objects in the game?

CONNECT

What are things in your everyday life that you organize into groups?

APPLY

In the world around us, why would it be important for people to follow the same rules for organizing?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to organize objects into different categories and can identify the rule for sorting.
- Boys and girls are supporting each other to find different ways of organizing the objects.
- Boys and girls can express the importance of sorting objects and identify its real-world application.

REFLECTIONS

THE WINKING GAME



KEY LEARNING

This game teaches children how to focus on a task, by watching the Winker's signal and switching spots as quickly as possible when winked at.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Why is it important to stay focused?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
10+ mins



Materials
none

HOW TO PLAY

1. Ask one volunteer to be the first Winker. All remaining children will play in pairs. One will be partner A and the other partner B.
2. Invite all A's to sit in a circle with their B partners kneeling behind them. This forms an outer circle of kneeling B's and an inner circle of sitting A's.
3. The Winker joins the outer circle and has an empty spot in front of them.
4. The Winker tries to fill the empty spot. They do this by winking at one of the partner A's across the circle, who then tries to escape from their partner and move to the Winker.
5. At the same time, their partner B will try to prevent partner A from escaping by tagging partner A on the back before they move out of reach. If tagged, partner A will stay seated.

6. If partner A escapes, then partner B is the new Winker.
7. After a few rounds, encourage children to work together to pick a new signal instead of winking. For example, making a funny face or touching their nose.



Throughout the game, make sure boys and girls have equal opportunity to be the Winker and that everyone is playing safely.

WATCH THE VIDEO: youtu.be/9sHT9VQHu1U

OTHER WAYS TO PLAY

- If the game is too difficult, children can use an easier signal than winking.
- If the game is too easy, the Winker can wink at more than one person at a time. Children who were winked at can race to the empty spot.



CLOSING REFLECTIONS

After the game, reflect with children on how to focus on a task.

REFLECT

How did focusing help you play the game?

CONNECT

In everyday life, why is it sometimes difficult to pay attention?

APPLY

What are some strategies you can use to help you pay attention to something even if you don't think it is interesting?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Partner Bs are focusing on their Partner As in front of them.
- Partner As are focusing on the Winker.
- Boys and girls can describe strategies for paying attention.

REFLECTIONS

COLOUR CONNECTION



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
4 (or more) different coloured objects



KEY LEARNING

This game teaches children how to improve their memory, by remembering actions connected with specific colours.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Do you have a good memory?
- What do you usually do to remember things?

HOW TO PLAY



1. Invite children to collect objects of different colours.
2. Ask for a volunteer to be the game leader. The other children can form a large half circle facing them.
3. The game leader will flash a few different coloured objects for children to see. Encourage girls and boys to be creative and set actions for each colour. For example, a red object could mean bounce, or a blue object could mean dance.

4. Invite children to practice the actions for each colour slowly.
5. Once children understand the connection between the colour and the action, explain that this is a memory game. Invite children to set a challenge together by deciding how many actions children will try to remember during the game (for example, 4).
6. As children become more familiar with the actions, the game leader can increase the challenge, for example, by using more objects or flashing them more quickly. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally and that children are choosing actions that everyone, including children with disabilities, can do.

WATCH THE VIDEO: <https://youtu.be/wR98q143IGw>

OTHER WAYS TO PLAY

- If the game is too difficult, children can play with less colours, or the game leader can show objects more slowly.
- If the game is too easy, children can play with more colours, or make the actions more challenging.



CLOSING REFLECTIONS

After the game, reflect with children on how they can improve their memory.

REFLECT
What helped you remember the actions for each colour?

CONNECT
Can you describe times when your memory has worked really well? (Explain.)

APPLY
In your life, what are some strategies you can use to help you remember things?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can do the correct action for each object shown.
- Boys and girls can describe memory strategies.

REFLECTIONS

REMEMBER ME



KEY LEARNING

This game teaches children how to develop memory skills, by playing a guessing game where they change things about their appearance.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Do you find it easy or difficult to remember things? Why?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
10+ mins



Materials
none

HOW TO PLAY



1. Invite boys and girls to find a partner.
2. Challenge children to try to memorize everything about how their partner looks, from the clothes they're wearing to their hairstyle.
3. Next, ask children to turn around with their backs to their partners and change three things about their appearance. For example, folding up their sleeves or switching their shoes

to opposite feet. Encourage children to be creative.

4. When ready, children will turn around and face their partner. Each partner will try to guess what has changed about their partner's appearance.
5. After a few guesses, invite boys and girls to switch partners and play again.
6. In each round children can decide how many things they will change or they can set new challenges such as a time limit or a certain number of guesses.

Throughout the game, make sure boys and girls are playing safely and that everyone is comfortable changing their appearance.

WATCH THE VIDEO:
<https://youtu.be/2Uy61tQDEGY>

OTHER WAYS TO PLAY

- If the game is too difficult, children can change only one thing about their appearance.
- If the game is too easy, children can play in groups of three or four, so they have to identify changes on more than one person.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop their memory skills.

REFLECT

What did you do to memorize your partner's appearance?

CONNECT

Think of a time when you had to memorize something important. What did you have to memorize? How did you memorize it?

APPLY

How can you use these strategies to help you complete your tasks at home or at school?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to think of things about their appearance to change.
- Boys and girls are making guesses about what has changed in their partner's appearance.
- Boys and girls can explain the strategies they use to support their memory skills.

REFLECTIONS

SAY IT WITHOUT WORDS



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
10+ mins



Materials
none



KEY LEARNING

This game teaches children to be creative, by acting things out for others to guess.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What are some ways to share your ideas without talking?

HOW TO PLAY



1. Invite boys and girls to form a circle.
2. Ask for 1 child to be the first player. Invite the first player to act out a favourite activity without using words. The others will try to guess it.
3. Next, the second player will do the first player's action once and then they will act out their own favourite activity for everyone to guess.

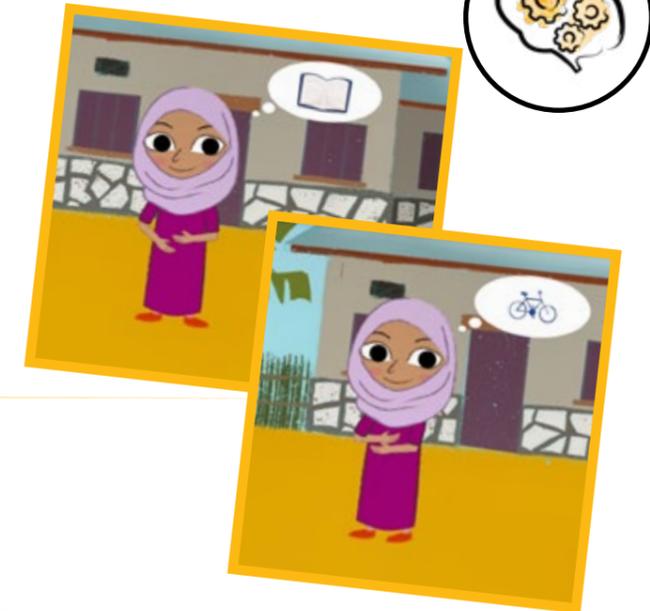
4. The third player will act out the actions of player 1 and 2 and then their own. Everyone will try to guess the third action. As they play, each player keeps adding more actions.
5. Invite children to share their ideas for how to play the game in the next round.
6. If children have disabilities, give all players different options for expressing their ideas.

Throughout the game, make sure boys and girls have equal opportunities to guess.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, each child can act out 2 actions – the previous player's and their own.
- If the game is too easy, children can act out a specific character (e.g. family or community member) doing an activity.



CLOSING REFLECTIONS

After the game, reflect with children on being creative.

REFLECT

When you were acting, what did you do if it was difficult for the others to guess?

CONNECT

In your life, when was a time you communicated something to others without saying a word?

APPLY

In your everyday life, what idea can you share creatively without words?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can think creatively and flexibly to communicate ideas without speaking.
- Boys and girls are able to guess one another's activities.

REFLECTIONS

SILLY BALL



KEY LEARNING

This game teaches children to be creative, by inventing new ways to move a ball in a relay.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does it mean to be creative?
- When in your life do you need to be creative?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6-9



of Players
6+



Time
15+ mins



Materials
ball and something to mark lines (e.g. chalk)

HOW TO PLAY

1. Invite boys and girls to create a relay course with a start and end line.
2. Ask children to divide themselves into teams of a similar size and line up behind the start line.
3. The player in the front will be the first leader. The leader will move the ball to the end line and back in a creative way. The other players will do the relay in the same way.
4. After one round, the second player can think of a new creative way to move the ball. Play until everyone has had a chance to be the leader.
5. Invite children to share other creative ways for how to play the game.



Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can first brainstorm ideas of how to move the ball.
- If the game is too easy, children can find creative ways to move the ball with one body part (e.g. their hands, their feet).



CLOSING REFLECTIONS

After the game, reflect with children on being creative.

REFLECT

In the game, what new ways did you use to move the ball?

CONNECT

In your life, when have you tried to do something in a new way? Why is it important to try to do things in new ways?

APPLY

In the future, what activity will you try to do in a new way?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are moving the ball in new or different ways.
- Boys and girls are sharing their ideas confidently.

REFLECTIONS

COUNT IT UP



KEY LEARNING

This game teaches children how to focus on a task, by passing a ball in sequence while trying not to drop it.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- How would someone know you are concentrating? What would they see or notice about you?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
15+ mins



Materials
ball or soft object

HOW TO PLAY



1. Invite boys and girls to organize themselves into teams of up to 10 people and to form a circle with their team.
2. In each team, children will number off, starting with 1. Ask children to remember who is to their left and who is to their right.
3. Next, give player 'number one' on each team a ball. Boys and girls will move around the play area until they hear "Stop!"

4. They must stop on the spot and begin to pass the ball in order, beginning with 1. If someone drops the ball, encourage children to pick it up and continue.
5. When the number sequence is complete, the children will move around the play area again until the next time they hear "Stop." They will then try to complete the passing sequence again.
6. Encourage each team to set a goal for how many times they can complete the sequence without dropping the ball.
7. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally, and moving carefully.

WATCH THE VIDEO: https://youtu.be/_UMCbllnczk

OTHER WAYS TO PLAY

- If the game is too difficult, children can hold up their fingers with their number to remind others.
- If the game is too easy, children can come up with a different way to move around the play area, like hopping on one foot only.



CLOSING REFLECTIONS

After the game, reflect with children on how to focus on a task.

REFLECT

What happened when you weren't focusing on the game?

CONNECT

In your everyday life, when is it important to focus? Why?

APPLY

What can you do to help you stay focused on a task?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to throw and catch the ball in sequence.
- Boys and girls are demonstrating that they remember the sequence, recalling who comes before and after them.
- Boys and girls are focused and successfully catching the ball.

REFLECTIONS

SECRET DIRECTOR



KEY LEARNING

This game teaches children about the importance of concentration, by paying attention to the Secret Director and copying their movements.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does it mean to be aware of your surroundings?
- Why do you think it is important to pay attention when something is happening?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
4+



Time
20+ mins



Materials
none

HOW TO PLAY

1. Invite children to form a circle.
2. Ask for 1 volunteer to be the Guesser who will close their eyes. Once the Guesser has closed their eyes, ask for another volunteer to be the Secret Director.
3. Children will copy the movements of the Secret Director, who secretly changes them from time to time.
4. As they play, the Guesser will try to guess who the Secret Director is. Invite children to decide how many chances the Guesser has to identify the Secret Director.



Throughout the game, make sure boys and girls have equal opportunity to be the Secret Director and the Guesser.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can add more Guessers.
- If the game is too easy, children can watch for 10 things that happen during the game.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of concentration.

REFLECT

What did you notice about your teammates during the game?

CONNECT

When in your life is it important to pay attention to people and things around you?

APPLY

What can you do to make sure you can pay attention when you need to?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are focusing on the task and ignoring distractions.
- Boys and girls are correctly copying the changing actions of the Secret Director.
- Boys and girls can identify times from their daily lives that are important to pay attention to.

REFLECTIONS

NATURAL ORCHESTRA



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
2+



Time
30+
mins



Materials
any safe materials that are already in the play area



KEY LEARNING

This game teaches children to be creative, by playing music with the objects around them.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Think of a time when you needed to do something and didn't have materials. What did you do?
- Have you ever used something in a new or different way than what it was made for? If yes, what was it and how did you use it?

HOW TO PLAY



1. Invite boys and girls to decide to do this activity as one big group, or in smaller groups.
2. Ask each child to find an object around them. Make sure it is safe to play with, e.g. no glass or sharp objects.

3. Encourage children to imagine how they can use the found object to create music, and to try out different ideas.
4. Invite children to work together and create a piece of music to perform for their peers using the found objects.
5. As they play, invite children to share any other ideas they have for doing the activity.

Throughout the game, make sure boys and girls are participating equally in planning and putting on the performance.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can choose a simple song they already know.
- If the game is too easy, each child can use 2 different objects to create their instruments.



CLOSING REFLECTIONS

After the game, reflect with children on being creative.

REFLECT

Which instruments were very creative? Why?

CONNECT

In your life, what is something you have created or seen someone else create that you think was interesting?

APPLY

What is an object at home that you can use in a new way?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are looking at objects in new ways to create instruments.
- Boys and girls are working together to create a musical performance.

REFLECTIONS

I LIKE ICE CREAM



KEY LEARNING

This game teaches children to learn and recite simple chants, by listening to a chant and responding verbally using food vocabulary.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What food do you like?

HOW TO PLAY

1. Invite children to sit in a circle.
2. Together, create a simple rhythmic pattern. For example, clapping hands twice and then slapping thighs twice.
3. As they make the rhythm, children will chant "I like ice cream, yes I do. I like ice cream, how about you?"
4. Once children are familiar with the words and movements, have them go around the circle and each replace the words "ice cream" with their own favourite foods. For example, "I like mangoes, how about you?"
5. Repeat until the chant has moved around the circle and every child has had a chance to share a food that they like.



6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls have equal opportunities to name their favourite foods.

WATCH THE VIDEO:
<https://youtu.be/BQ1ivP04X9Y>



RIGHT TO PLAY
 PROTECT. EDUCATE. EMPOWER.



Ages
3+



of Players
6+



Skill Area
speaking & listening



Level
grade 1+



Time
10+ mins



Materials
none

OTHER WAYS TO PLAY

- If the game is too difficult, children can practice the chant without the movements or create a rhythm that only has one movement.
- If the game is too easy, children can repeat the chant using different categories, like colours, sports, activities, or animals.



CLOSING REFLECTIONS

After the game, reflect with children on how they can learn and recite simple chants.

REFLECT

How did the movements help you say the chant?

CONNECT

What other chants do you know?

APPLY

How could we change the chant or the movements?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to combine the movements and the words to say a chant.
- Boys and girls can respond to the chant by replacing the word "ice cream" in the chant with their own favourite foods.

REFLECTIONS

RHYMING WORD CHAIN



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
10+



Skill Area
reading



Level
grade 1+



Time
10+ mins



Materials
balls



KEY LEARNING

This game helps children to learn rhyming words, by saying a rhyming word while blocking a ball.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are rhyming words?
- Can you think of a word that rhymes with _____?

HOW TO PLAY

1. Invite boys and girls to divide themselves into groups of a similar size, and to form a circle with their group. The game works best with at least 10 children in the circle.
2. Ask children to stand with their legs spread apart, so that there is no space on the ground between their foot and the foot of the child beside them on both sides. Then, ask children to clasp their hands as though their arms were an elephant's trunk.
3. Challenge children to use their elephant trunks to hit a ball through the legs of other players in the circle, while also protecting the space between their own legs.
4. Next, add a language challenge to the game. Ask the first person to think of a word and say it out loud as they hit the ball. Each child that receives the ball tries to think of a word that rhymes with the first word.



5. Encourage children to help one another if someone is stuck.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally and that everyone has a turn to hit the ball.

WATCH THE VIDEO:

<https://youtu.be/kk0oIxFrTQ4>

OTHER WAYS TO PLAY

- If the game is too difficult, children can make up silly words that rhyme (but are not real words in your language). This allows children to apply their knowledge of sounds and show their understanding of rhyme.
- If the game is too easy, children can play with 2 or 3 balls at a time.



CLOSING REFLECTIONS

After the game, reflect with children on the new rhyming words they learned.

REFLECT

How easy or difficult was it to think of rhyming words? Why?

CONNECT

How do you know if a word rhymes with another word?

APPLY

What can you do to check?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Girls and boys can identify sounds of words and letters to find a rhyme.
- Girls and boys are saying rhyming words when they hit the ball.

REFLECTIONS

ANIMAL SCRAMBLE TAG



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
none



KEY LEARNING

This game teaches children new vocabulary, by connecting animals to their sounds in a game of tag.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are different kinds of animals? (e.g. lion)
- What words do you use to name or describe the sounds those animals make? (e.g. lions roar)

HOW TO PLAY



1. Invite children to decide how many children will be Catcher and how many will be Releasers. Releasers will free the children who are tagged.
2. The remaining children are Runners.
3. Catchers must try to tag as many Runners as possible. When Runners are tagged, they move to the edge of the play area and stand frozen until a 'Releaser' comes to free them.

4. Runners can start playing again if they tell the Releaser the name of an animal and use it with the verb that describes the animal sound. For example, "A cat meows."
5. Encourage children to ask for help if they have trouble coming up with a matching animal and sound.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, rotate the Catchers, Releasers, and Runners. Make sure both boys and girls have equal opportunity to play the different roles.

WATCH THE VIDEO:
<https://youtu.be/w-JZVoQBUqI>

OTHER WAYS TO PLAY

- If the game is too difficult, the tagged Runners can make the sound of an animal and have the Releasers guess the animal.
- If the game is too easy, children can set a new rule that tagged Runners need to use a different animal each time.



CLOSING REFLECTIONS

After the game, reflect with children on how to name and describe different types of sounds.

REFLECT

What are some of the more unusual animal name and sound combinations used?

CONNECT

What are words that describe the sounds of animals that were not used in the game?

APPLY

What are other sounds that you can name, that you hear in your everyday life?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are thinking creatively and identifying a variety of animals and sounds.
- Boys and girls are able to connect the animal sound and the verb correctly.
- Boys and girls can identify a number of sounds heard in their daily lives.

REFLECTIONS

SYLLABLE DANCE



KEY LEARNING

This game teaches children how to separate words into syllables, by creating dance moves to match the syllables in their name.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is a syllable?
- How many syllables do you hear in my name?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
4+



Skill Area
reading



Level
grade 1+



Time
10+ mins



Materials
none

HOW TO PLAY



1. Show children a Syllable Dance for your name, with the same number of dance movements as there are syllables in your name. For example, a name with two syllables will have two different dance movements.
2. After demonstrating your Syllable Dance, invite children to do your dance with you.

3. Ask them to figure out how many syllables they have in their own name, and to think of dance moves to match.
4. Start a rhythm together by clapping your hands. Invite boys and girls to take turns showing their Syllable Dance to the group. They can even try each other's dances!
5. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally.

WATCH THE VIDEO:
<https://youtu.be/nETPNhViJZY>

OTHER WAYS TO PLAY

- If the game is too difficult, children can create Syllable Dances for short common words instead of their names.
- If the game is too easy, children can try to remember the Syllable Dance for other children's names.



CLOSING REFLECTIONS

After the game, reflect with children on how to identify syllables.

REFLECT

Which names had more syllables?
Less syllables?

CONNECT

Do you know any rules for forming syllables?
What are they?

APPLY

How could knowing syllables help you when you are reading, for example when you are trying to read a new word?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls understand how syllables are formed.
- Boys and girls are able to identify and separate the syllables in their name.
- Boys and girls are matching the number of syllables in their name to their dance moves.

REFLECTIONS

FEEDING TIME



KEY LEARNING

This game teaches children how to use their imagination to create a story, by role-playing predator-prey animal relationships.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does it mean for an animal to be a predator? A prey?
- What animals do you know that are in a predator and prey relationship?
- How do the different animals move?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
10+



Time
15+ mins



Materials
anything to mark a large circle on the ground (e.g. chalk)

HOW TO PLAY



1. Invite children to divide themselves into groups of a similar size. Mark a circle on the ground large enough to move back and forth in.
2. Ask children to choose one set of predator/prey animals (for example, cats and mice). Ask 1-2 children to volunteer to be Cats. The remaining children will be Mice.
3. Both Cats and Mice move freely around inside their circle role-playing their animal. For example, Mice skitter and Cats prowl.

4. When children hear, "Feeding Time!", the Cats try to tag the Mice. When a Mouse is tagged, they become a Cat.
5. Mice can move out of the circle to safety. Decide with children how long they can stay out of the circle before returning. For example, for a count of 3 or 5.
6. Each feeding time will only last 10-15 seconds. After that, when children hear, "Free Time!", Cats stop tagging Mice and everyone moves around the space freely again.
7. Invite children to share their ideas for how to play the game in the next round and to choose new predator-prey animals to play.

Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/etx96dIOGp0>

OTHER WAYS TO PLAY

- If the game is too difficult, children can increase the size of the circle play area.
- If the game is too easy, children can play with more volunteers as predators.



CLOSING REFLECTIONS

After the game, reflect with children on how they can communicate clearly.

REFLECT

What happened to your animals in the game?

CONNECT

What else do you know about these animals?

APPLY

How could you turn these ideas into a story?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are acting out different types of predator-prey animals appropriately.
- Boys and girls are following the rules safely and with confidence.
- Boys and girls are able to tell a story about predator-prey animals and are demonstrating creativity with their story ideas.

REFLECTIONS

BODY SPELLING



KEY LEARNING

This game teaches children how to practice spelling, by using their bodies to make letters and form words.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- When you want to learn a new word, what do you do?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
none

HOW TO PLAY

1. Ask boys and girls to think of some simple, one syllable words.
2. Invite children to form small groups of six.
3. Explain that children will use their bodies to form letters. Invite children to work as a team team to spell a one-syllable word that they know.
4. Remind children to include all team members when spelling the word.



Throughout the game, make sure boys and girls are participating equally and that everyone is comfortable with the body positions.

WATCH THE VIDEO: <https://youtu.be/sRiHIdINJ28>

OTHER WAYS TO PLAY

- If the game is too difficult, children can start to spell their word out loud. Then, repeat the word later to see if they remember how to spell it.
- If the game is too easy, children can try to come up with a simple sentence and spell one word at a time.



CLOSING REFLECTIONS

After the game, reflect with children on how practicing spelling helps you to improve.

REFLECT

What new words did you learn to spell?

CONNECT

What are some words that you found difficult to spell?

APPLY

What strategies can you use to help you spell new words?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to identify simple, one-syllable words for the activity.
- Boys and girls are supporting each other to spell the words.
- Boys and girls are cooperating and collaborating while they try to form letters with their bodies.

REFLECTIONS

RUNNING DICTATION



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
7+



of Players
6+



Skill Area
writing



Level
grade 1+



Time
20+ mins



Materials
pencils,
pens,
paper



KEY LEARNING

This game teaches children how to arrange words into a sentence, by working in a team to organize mixed-up words in the correct order.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is important to remember when you write sentences?
- What rules for forming sentences do you know? How do we organize words in a sentence?

HOW TO PLAY

1. Begin by asking boys and girls to create sentences about any topic they choose.
2. Encourage them to choose a group member to be the writer. The others will be runners.
3. Runners from each team will take turns going to the game leader. The game leader will show each runner one of the words from a sentence created by the opposing team. The words should be out of order so the sentences are mixed up.
4. Runners then return to their teams and whisper the word to their writer.
5. Repeat this process until there are no more words left, and every runner has had a chance to get a word.



6. Encourage children to work together to put the words together to form a sentence. The game ends when a team forms the correct sentence.
7. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally and both have opportunities to be the writers and runners.

OTHER WAYS TO PLAY

- If the game is too difficult, children can put letters in order to form a single word instead.
- If the game is too easy, children can repeat the game and organize the sentences into a short paragraph.



CLOSING REFLECTIONS

After the game, reflect with children on how to arrange words into a sentence.

REFLECT

What was challenging about organizing the words into sentences?

CONNECT

How did you figure out the correct order of the words?

APPLY

If you had more words to organize in a longer sentence, could you do the same thing? Why or why not?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are arranging the mixed-up words into a proper sentence.
- Boys and girls can identify the correct sentence to form and are observing rules for forming a proper sentence.

REFLECTIONS



WATCH THE VIDEO:

<https://youtu.be/932Mn7DwUsA>



MY NAME IS



KEY LEARNING

This game helps children learn descriptive words, by writing their name and other vocabulary in a relay.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- How do people describe you?
- What are some words we know to describe people? (For example, adjectives such as tall, short, happy, fast, young, old, etc.)

HOW TO PLAY



1. Invite boys and girls to divide themselves into pairs and introduce themselves to their partner using a word that describes them. The word must have the same first letter as their name. For example, "My name is Happy Hamza," or "My name is Fast Felicia."
2. Encourage children to help each other find a descriptive word.
3. Next, ask boys and girls to divide themselves into teams of a similar size, keeping their pairs together.

4. Invite children to create a relay course to the blackboard and back. For example, they can decide on the distance, 1 or 2 obstacles, or a funny action for players to do as they move.
5. When everyone is ready, the first pair will move together to the blackboard and write their descriptive words on the board. Each partner writes their own name.
6. Encourage children to ask their partner or the Game Leader if they find it difficult to spell the words.
7. The relay continues until all players have written on the board.

Throughout the game, make sure boys and girls are communicating clearly and that everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/fKnqFptTp1Q>



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
7+



of Players
4+



Skill Area
writing/
reading



Level
grade 1+



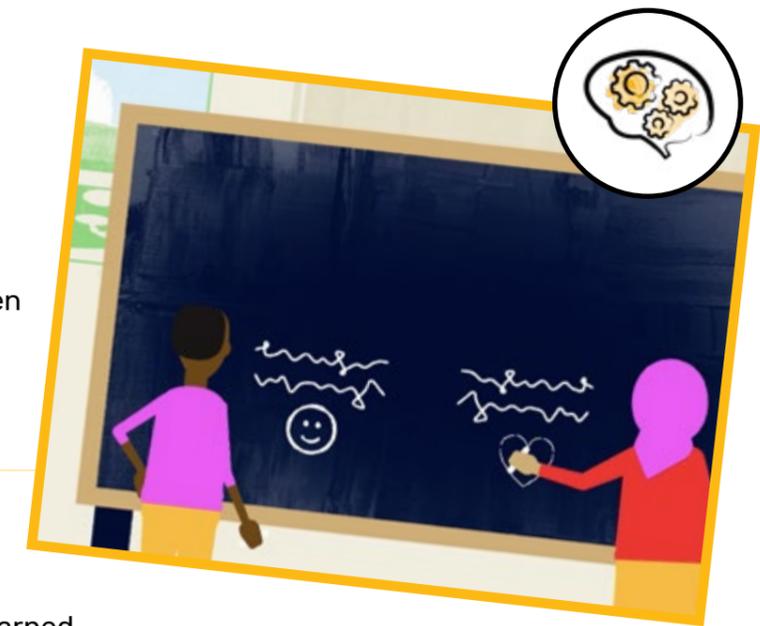
Time
20+
mins



Materials
blackboard
and chalk

OTHER WAYS TO PLAY

- If the game is too difficult, children can move individually instead of in pairs.
- If the game is too easy, pairs can tell a story about their characters and then write it down. For example, a story of "The Adventures of Happy Hamza and Fast Felicia."



CLOSING REFLECTIONS

After the game, reflect with children on the new words they learned.

REFLECT

How did you find a descriptive word that matches the first letter in your name?

CONNECT

Which of the words written on the board can also describe you? What other words do people use to describe you that you could add to the board?

APPLY

What words would you use to describe the different members of your family?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are familiar with descriptive words and are choosing descriptive words with the same letter as their name.
- Boys and girls are able to write their names and descriptive words on the board, using the writing conventions of the target language.
- Boys and girls are writing their names and descriptive words carefully and not in a rushed way.

REFLECTIONS

SWITCH-A-WORD



KEY LEARNING

This game supports children to build their vocabulary, by identifying antonyms and synonyms for different words.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is an antonym? Give some examples.
- What is a synonym? Give some examples.

HOW TO PLAY



1. Begin by discussing the difference between a synonym and an antonym.
2. Work with boys and girls to think of new words they have recently learned. Encourage them to create vocabulary cards with the new words on them.
3. Invite each child to pick one vocabulary card and then move around the play area in a funny way until they hear "Stop!"

4. Call out a number between two and five – children will arrange themselves into groups of that number.
5. Once they are in groups, call out "Antonyms!" Groups choose one member to say the word on his/her card. Encourage the group to work together to find an antonym.
6. Then, repeat the steps above, but this time, call out "Synonyms!"
7. Continue to play, inviting a child to call out a number and "Antonyms" or "Synonyms" for each group.

Throughout the game, make sure boys and girls are participating equally and everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/dzIYr4-FiKA>



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
9+



of Players
10+



Skill Area
speaking &
listening



Level
grade 3+



Time
15+
mins



Materials
pencils, pens,
paper

OTHER WAYS TO PLAY

- If the game is too difficult, children can play with a partner, moving around the play space and solving the words together.
- If the game is too easy, children can write sentences, paragraphs, or short stories that use some of their groups' words.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of building their vocabulary.

REFLECT

Which vocabulary words have you heard before? Which words are new words?

CONNECT

Can you think of a word that has no synonym? What about no antonym?

APPLY

How could knowing antonyms and synonyms help you express your ideas?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls demonstrate an understanding of the difference between an antonym and a synonym.
- Boys and girls are working together to identify antonyms and synonyms for different words.

REFLECTIONS

FREEZE STORIES



KEY LEARNING

This game teaches children how to tell a structured story, by acting out the beginning of a story and using audience ideas to tell the rest of the story.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is your favourite story?
- What is the theme/subject of your favourite story?
- What are the key parts of a story? (*Listen for: setting, characters, villains, plot – introduction, development, climax, resolution or ending*)



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
4+



Skill Area
speaking & listening



Level
grade 4+



Time
30+ mins



Materials
none

HOW TO PLAY



1. Invite boys and girls to divide themselves into groups of a similar size.
2. Encourage children to work together to build the beginning of a story. They can discuss the setting, characters, villains, and the beginning of the plot.
3. After they come up with an idea, ask groups to practice acting out the story. Remind them that the key parts of their story should be clear to their audience.
4. Next, ask each group to take turns performing the beginning of their story.
5. While they present, invite the children who are watching to call out, "Freeze!" When the actors hear "Freeze!", they must stop and stay in a frozen position.
6. The children watching will say what they would like to see happen next in the story.
7. Once there's an idea, and the group hears the Game Leader say "Unfreeze!", the actors will continue performing their story using the new idea.
8. This freeze-unfreeze pattern continues until the story has been told, covering the development, climax, and resolution.
9. Repeat the game so that other groups can perform a story. Invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are sharing ideas and participating equally.

WATCH THE VIDEO:
<https://youtu.be/RVVCZoIBoXM>

OTHER WAYS TO PLAY

- If the game is too difficult, children can replace an actor when they call "Freeze!" and jump into the storytelling process.
- If the game is too easy, children can turn their role play into a written story.



CLOSING REFLECTIONS

After the game, reflect with children on how they can tell a structured story.

REFLECT

How did it feel to get ideas from the audience and act out the story using their ideas?

CONNECT

Where did your idea come from? Did you use any other stories or real-life experiences to inspire your story?

APPLY

How else could your story have ended?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are considering the key parts of a story when they are planning in their groups.
- Boys and girls are giving enough information at the beginning of their role play to introduce the audience to the story.
- Boys and girls are able to integrate audience ideas and complete the story.

REFLECTIONS

TOSS AND RUN



KEY LEARNING

This game teaches children how to collect and organize data, by passing a ball in a team as many times as possible before the opposite team finishes a running task.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- How can you count and record things?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
7+



of Players
6+



Skill Area
data management



Level
grade 1+



Time
20+ mins



Materials
balls,
paper,
pencils/pens

HOW TO PLAY



1. Invite boys and girls to divide themselves into teams of a similar size. One will be Team A and the other Team B.
2. This is two games in one; Team A will play the Circle Run while Team B plays the Ball Toss. Teams will switch games every round.
3. For the Circle Run, ask children to form a circle and take turns going around the circle once. When all players have had a turn, the last child will shout "Stop!"
4. For the Ball Toss, ask children to form a circle and for one volunteer to be in the middle as the "Thrower."

Ask for one volunteer to come outside of the circle to be the Recorder. The Thrower passes a ball to each player on the team, and they pass it back. The entire team keeps track of how many successful catches occur.

5. When Team B hears "Stop!" from Team A, they must stop and record the number of successful catches.
6. Repeat the game. This time, Team B plays the Circle Run. Instead of the Ball Toss, invite Team A to think of a different challenge that requires counting.

Throughout the game, make sure both boys and girls are taking turns recording information, and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/-r1eAKLw-lk>

OTHER WAYS TO PLAY

- If the game is too difficult, children can roll the ball, instead of throwing and catching it.
- If the game is too easy, children can extend the length of each round, so that each child playing the Circle Run can move around their team twice.



CLOSING REFLECTIONS

After the game, reflect with children on how to collect and organize data.

REFLECT

How did your team organize your information?

CONNECT

In your life, have you used any of these strategies before? If yes, when?

APPLY

What are other ways you can keep track of information in your daily life?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are working with the Recorder to record their catches.
- Boys and girls are counting and recording their catches accurately.
- Boys and girls are linking strategies of organizing information to their daily lives.

REFLECTIONS

Evens and Odds



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
7+



of Players
10+



Time
20+ mins



Time
cards,
markers



KEY LEARNING

This game teaches children how to add and subtract single digit numbers, by solving a math problem to find out if they should tag others or rush to the Safety Zone.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is an even number? Can you give me an example?
- What is an odd number? Can you give me an example?

HOW TO PLAY

1. Invite boys and girls to create addition and subtraction problems on one side of a card, and to write the answers on the other side.
2. Divide the play area into four sections, with two Safety Zones and two playing areas.
3. Ask children to form two equal-sized teams and line up facing each other along the centre line. One team is named "Odds" and the other "Evens".
4. Explain that the Game Leader will show and read aloud a math problem. If the answer is an even number, the "Evens" chase the "Odds" to their Safety Zone. If it's odd, the "Odds" chase the "Evens". If a player is tagged before reaching the Safety Zone, they switch teams.
5. After children have been tagged, encourage them to share what the answer was.
6. Read the math problems with increasing difficulty. Invite children to take on the role of calling out the math problems and to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/6eRJJlxCHRO>

OTHER WAYS TO PLAY

- If the game is too difficult, children can shorten the length of each play area.
- If the game is too easy, children can create problems with double-digit numbers.



CLOSING REFLECTIONS

After the game, reflect with children on how to add and subtract single-digit numbers.

REFLECT

What were some things you did to add and subtract numbers quickly in your head?

CONNECT

Where else in your daily life do you need to add and subtract numbers in your head?

APPLY

Think about the tricks you used in this game to add and subtract in your head. Which ones will you use in your everyday life?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can answer the questions quickly and correctly.
- Boys and girls can identify even and odd numbers.
- Boys and girls are using mental strategies.

REFLECTIONS

I LIKE MATH



KEY LEARNING

This game teaches children to practice mental math, by choosing how many fingers to show and working with a partner to add up the fingers between them.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is mental math?
- How do you do it?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
7+



of Players
2+



Skill Area
number
sense



Level
grade 1+



Time
15+
mins



Materials
none

HOW TO PLAY

1. Invite children to form pairs and face one another.
2. Explain and demonstrate that:
 - At the same time, both players will shake their fist three times and sing or chant together "I. like. Math." On the third shake, when they say "Math," both players will pick a number of fingers to show.
 - Looking at the two sets of fingers, they will add them together using mental math.
3. Decide with children when and how to switch partners. Encourage children to share their ideas for how to play the game in the next round.



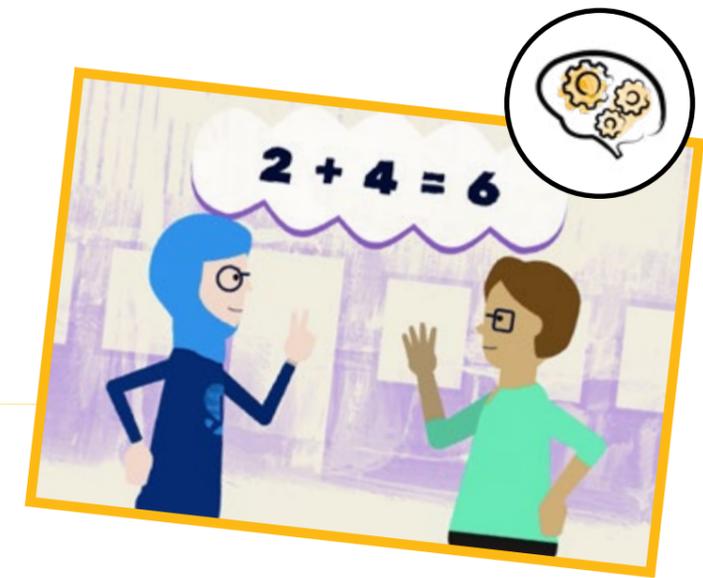
Throughout the game, remind children that it's okay to rely on their fingers or other counting tools when they do mental math.

WATCH THE VIDEO:

<https://youtu.be/ti-uXmHluzc>

OTHER WAYS TO PLAY

- If the game is too difficult, children can work through the math problems together.
- If the game is too easy, children can work with higher numbers by using both hands.



CLOSING REFLECTIONS

After the game, reflect with children on strategies for doing mental math.

REFLECT

What did you do to add the numbers together in your mind?

CONNECT

Have you ever had to add numbers together in your mind? Where? Why?

APPLY

How could mental math help you outside of school?

SUCCESS INDICATORS



As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can quickly recognize the number associated with the fingers and add them together.
- Boys and girls are working together to add the numbers.
- Boys and girls can use mental math or a combination of strategies.

REFLECTIONS

COUNTING OVER AND UNDER



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
3+



of Players
6+



Skill Area
number sense



Level
grade 2+



Time
10+ mins



Materials
balls



KEY LEARNING

This game teaches children how to count forward and backwards in multiples, by counting while passing a ball.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Let's count together to ____ (insert number here).
- Let's count backwards from 20.
- Can you show me how to skip count by 2s? (for example, 2, 4, 6, 8, 10, etc.)

HOW TO PLAY



1. Invite boys and girls to divide themselves into teams of a similar size. Ask them to line up in their teams and give each team a ball. Each team can decide if they want to pass the ball over and under, or side to side – whichever is more comfortable.
2. If children choose over and under, the first child passes the ball over their head to the child behind them.

The child who receives the ball then passes it through their legs to the next teammate behind them.

3. This pattern continues until the ball reaches the last child, who then takes it to the front of the line to start the pattern again. The children continue to pass the ball until the player who started with the ball is back at the front of the line.
4. As children pass the ball, they also count out loud. For example, counting forwards or backwards by 2s, 3s, 5s, 10s, 25s, or even hundreds.
5. Each round, encourage children to set their own counting pattern for the game and try other ways to pass the ball (for example, passing it side to side or rolling the ball).



Throughout the game, make sure boys and girls are participating equally, and that everyone is comfortable when passing the ball.

WATCH THE VIDEO:
<https://youtu.be/E0AA00DikdM>



OTHER WAYS TO PLAY

- If the game is too difficult, children can count forwards or backwards by ones.
- If the game is too easy, children can count in multiples with more difficult numbers. For example, 7s, 8s, or 9s.



CLOSING REFLECTIONS

After the game, reflect with children on how they can learn to count in multiples.

REFLECT

When it was your turn, how did you figure out what your number was?

CONNECT

Did that strategy work every time? Why or why not?

APPLY

In your everyday life, what can you do to practice counting in multiples?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to pass the ball and count forwards or backwards.
- Boys and girls are correctly counting in multiples.

REFLECTIONS

GROUP NUMBERS



KEY LEARNING

This game teaches children how to count in multiples of 1, 2, 3, 4 and 5, by forming groups that are multiples of a called number.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does it mean to multiply something?
- If I start with 4 apples and I want to double the amount, how many apples do I want? What if I want to triple the amount?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
9+



of Players
10+



Skill Area
number sense



Level
grade 1+



Time
10+ mins



Materials
none

HOW TO PLAY



1. Begin by asking children to decide how they want to move around in the play area. For example, they could hop, jump, or run.
2. Ask one child to volunteer to be the Caller.
3. When children hear the Caller yell out a number, they must move as quickly as possible to form groups that are multiples of that number. For example,

if 3 is called, the children might form groups of 3, 6, or 9.

4. Encourage children to set their own penalties for the game. For example, children who do not correctly form groups of the number called must perform a silly dance.
5. Rotate the role of the Caller throughout the game.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls have equal opportunity to be the Caller and are being inclusive when forming groups.

WATCH THE VIDEO:
<https://youtu.be/qNaG4PSb6bY>

OTHER WAYS TO PLAY

- If the game is too difficult, all children can perform the penalty if one child does not make it into a group.
- If the game is too easy, some of the children, but not all of them, can pair up to make it more challenging for them to form groups of the required number.



CLOSING REFLECTIONS

After the game, reflect with children on how to count in multiples of 1, 2, 3, 4, and 5.

REFLECT

How did you decide how many people to have in your group?

CONNECT

How did you know you had the right number of people?

APPLY

In your everyday life, where can you use multiples?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are working together and helping each other to create the right size groups of multiples.
- Boys and girls can identify everyday uses of multiples.

REFLECTIONS

500



KEY LEARNING

This game teaches children how to add or subtract using mental math, by adding up personal scores in a group game of catch.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Do you ever have to add or subtract numbers when you are not in class?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
15+ mins



Materials
2+ balls

HOW TO PLAY



- Ask boys and girls to divide themselves into teams of up to 6, and to pick one of their teammates to be the Thrower. The rest of the children will be the Catchers.
- The Thrower will throw the ball high into the air and in the direction of the rest of the team.
- Catchers will try to catch the ball before it bounces. A ball caught before it touches the ground is worth one hundred points. After one bounce,

it's worth seventy-five points. After two bounces, fifty points, and after three bounces, twenty-five points.

- Each child must keep track of their own score throughout the game.
- The first Catcher to reach five hundred on each team becomes the new Thrower.
- Once children are familiar with the game, they can set their own point system and decide how many points are awarded for each bounce.
- Encourage children to help their teammates add the numbers.
- Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure that everyone is playing safely and that both boys and girls have equal opportunity to be the Thrower.

WATCH THE VIDEO: <https://youtu.be/Lb3TFe7FoVc>

OTHER WAYS TO PLAY

- If the game is too difficult, children can set a different goal. For example, they can work towards a lower number of points.
- If the game is too easy, children can change the rules to subtraction. For example, they can start at five hundred with the goal of reaching 0.



CLOSING REFLECTIONS

After the game, reflect with children on how they can use mental math in their everyday life.

REFLECT

How did you stay focused and remember your score?

CONNECT

What strategies did you use to add or subtract your numbers?

APPLY

In your everyday life, when might you use mental math?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are throwing the balls so that everyone is included in the game.
- Boys and girls are making sure not to push or shove each other in order to catch the ball.
- Boys and girls can properly add up and remember their own scores.

REFLECTIONS

SOCIAL DEVELOPMENT GAMES



GAME	HOLISTIC LIFE SKILL	KEY LEARNING	AGE	TIME	# OF PLAYERS
Freeze Dance	Empathy	This game teaches children how to make others feel happy	3+	20+ min	3+
Animal Farm*	Communication	This game teaches children how to communicate clearly	6+	20+ min	2+
Fun Machine*	Collaboration	This game teaches children to work together to reach a common goal	6+	20+ min	3+
The Zipper	Relationship building	This game teaches children how to trust others and themselves	6+	15+ min	6+
Boda Boda	Leadership	This game teaches children how to lead others	6+	15+ min	6+
Child in the Middle*	Managing emotions	This game teaches children how to cope with negative emotions	6+	15+ min	6+
Human Knot*	Communication	This game teaches children how to communicate clearly	6+	15+ min	6+
Guess my Drawing*	Communication	This game teaches children to share their ideas	6+	15+ min	2+
Frozen Beanbag*	Empathy	This game teaches children to demonstrate empathy	6+	10+ min	3+t
Self-Portraits*	Respect for similarities and differences	This game teaches children to recognize that people have different needs	6+	30+ min	2+
Face to Face*	Communication	This game teaches children how to use body language	6+	15+ min	2+
Flip the Blanket*	Collaboration	This game teaches children how to work together to solve problems	6+	15+ min	6+
Freeze Tag*	Collaboration	This game teaches children how to help others	6-9	10+ min	6+
Building the Pyramid*	Collaboration	This game teaches children how to work as a team	6-9	15+ min	6+
Alphabet Find*	Respect for similarities and differences	This game teaches children to respect and value each person's strengths and abilities	10+	20+ min	3+
Knock Down*	Collaboration	This game teaches children to work together to reach a common goal	10+	30+ min	4+
Three Legged Race*	Collaboration	This game teaches children how to work with others	10+	15+ min	6+
Blind Goal Quest*	Communication	This game teaches children how to communicate clearly	10+	15+ min	6+
Blindfolded Partner Running*	Leadership	This game teaches children how to develop leadership skills	10+	10+ min	6+
I Like my Neighbours*	Respect for similarities and differences	This game teaches children to recognize what they have in common with others	10+	15+ min	8+
Team Trust	Relationship building	This game teaches children how to develop trust in others	10+	20+ min	6+

FREEZE DANCE



KEY LEARNING

This game teaches children how to make others feel happy, by playing a dance and freeze game while trying to make others laugh.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What do you do that makes your friends happy?
- How do you feel when you are laughing?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
3+



of Players
3+



Time
20+ mins



Materials
music

HOW TO PLAY



Throughout the game, make sure that boys and girls are participating equally.

REMEMBER:
Have fun!

1. Invite boys and girls to choose a leader. The leader will sing or play a song. Everyone else will dance!
2. When the leader stops the music, the dancers will freeze. The leader will try to make the children laugh, without touching them. The dancers will try to stay still.
3. If a dancer laughs or moves, they become the next leader.
4. When the new leader starts the music, everyone can dance and play again.
5. Invite children to share their ideas for how to play in the next round.

OTHER WAYS TO PLAY

- If the game is too difficult, the leader can choose a partner to help them make others laugh.
- If the game is too easy, boys and girls can make others laugh without using any words or sounds.



CLOSING REFLECTIONS

After the game, reflect with children on making others feel happy.

REFLECT

What actions made you laugh the most?

CONNECT

When you feel bad, what good things can you do to make you feel better?

APPLY

In your everyday life, what could you do to make others feel better?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are being creative to make one another laugh.
- Boys and girls can identify ways to make themselves and others feel better.

REFLECTIONS

ANIMAL FARM



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
20+ mins



Materials
blindfolds,
bottles,
beanbags,
soft toys,
socks, any
materials to
distribute



KEY LEARNING

This game teaches children how to communicate clearly, by using animal noises to guide a blindfolded teammate.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some different ways to communicate with others?
- Why is communication important when you are working with a team?

HOW TO PLAY

1. As a warm-up, invite children to make different animal noises. The children can agree together on one animal noise to use in the game.
2. Invite one child to volunteer to be blindfolded. Have the other children scatter the bottles (or other materials) around the play space. The blindfolded child needs to find and pick up the bottles.
3. Encourage the other children to use only animal noises to guide the blindfolded child.
4. Invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls have equal opportunity to be the blindfolded volunteer and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/14P2BrLfwv4>

OTHER WAYS TO PLAY

- If the game is too difficult, children can use words to communicate.
- If the game is too easy, children can stand farther away from one another or use more than one animal noise.



CLOSING REFLECTIONS

After the game, reflect with children on how they can communicate clearly.

REFLECT

Could you communicate clearly during the game? Why or why not?

CONNECT

What was a time in your life where it was difficult to communicate?

APPLY

How can you communicate more clearly with others in your everyday life?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are listening to one another and thinking of creative ways to communicate effectively with their blindfolded teammate.
- Blindfolded children are able to follow instructions from their peers with confidence.

REFLECTIONS

FUN MACHINE



KEY LEARNING

This game teaches children to work together to reach a common goal, by creating a machine using their bodies.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does it mean to cooperate?
- What would you see and hear if a team is working together well?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
20+ mins



Materials
none

HOW TO PLAY

1. Invite boys and girls to work together to create a machine using only their bodies.
2. Explain that everyone in the machine needs to stay connected to each other.
3. Encourage children to try to move as quickly as possible from one end of the room to the other without separating.
4. Invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are contributing equally, and that everyone is playing safely and is comfortable with physical contact.

WATCH THE VIDEO: <https://youtu.be/LbihLQbUWRk>

OTHER WAYS TO PLAY

- If the game is too difficult, children can build a machine that stays still and doesn't move across the room.
- If the game is too easy, children can invent sounds for their machine, or try blindfolding one of the group members.



CLOSING REFLECTIONS

After the game, reflect with children on how they can communicate clearly.

REFLECT

How did each team member work together to create the machine?

CONNECT

When was a time in your life when you had to cooperate with someone?

APPLY

In your everyday life, how can you work together with others to reach a common goal?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are engaging in the task and working cooperatively to build their machine.
- Boys and girls are listening to the contributions of their teammates and responding to the ideas of others with encouragement and positive language.

REFLECTIONS

THE ZIPPER



KEY LEARNING

This game teaches children how to trust others and themselves, by moving through a line of teammates as they raise their arms to avoid hitting them.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Do you think you are someone who others can trust? Why?
- What can you do to help others trust you?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
none

HOW TO PLAY

1. Ask children to organize themselves into two equal lines, facing one another. Invite them to stretch their arms out to make an alternating, zig-zag pattern that looks like a giant zipper.
2. Ask for a volunteer Runner. The Runner starts at one end of the zipper and asks: "Can I trust you?", and then, "Can I go?"
3. The players in the zipper can answer each question together when they are focused and ready.
4. Once the Runner trusts the group, they can choose to move through the middle of the zipper in any way they like, e.g. by walking, running, or skipping.
5. As they go through the zipper, the group lifts their arms to let the Runner pass.



6. When the Runner gets to the end, they can join the zipper, and another player becomes the new Runner. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally and paying attention.

WATCH THE VIDEO:

<https://youtu.be/sn8oTQcNYIM>

OTHER WAYS TO PLAY

- If the game is too difficult, children can stand farther apart in the zipper so that they don't have to raise their arms as fast.
- If the game is too easy, the Runner can choose to be blindfolded or try going through the zipper at a faster speed.



CLOSING REFLECTIONS

After the game, reflect with children on how to trust others and themselves.

REFLECT

What made you feel safe and unsafe when you were moving through the zipper?

CONNECT

Who is one person that you trust in your life?

APPLY

How can we tell if someone is trustworthy?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Runners reflect on whether they trust their peers, and children in the zipper reflect on whether they are ready to be trusted (e.g. when the Runner asks the questions).
- Boys and girls demonstrate an understanding of trust in the game by moving through the zipper confidently. Children in the zipper stay focused and raise their arms in time.
- Boys and girls can identify people they can trust and how they know someone is trustworthy.

REFLECTIONS

BODA BODA



KEY LEARNING

This game teaches children how to lead others, by using four signals to lead a partner around the play area.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is a good leader like?
- What does a good leader do?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
blindfolds (optional)

HOW TO PLAY

1. Invite children to form pairs and choose one partner to be the Boda Boda and the other to be the leader. The Boda Boda closes their eyes.
2. Explain and demonstrate that the leader can give four commands to help the Boda Boda move safely in the play area. Invite children to create their own signal for each command: forwards, backwards, left, and right. For example, a gentle tap on the shoulder could mean go forward.
3. Invite children to switch roles and to share their ideas for how to play the game in the next round.

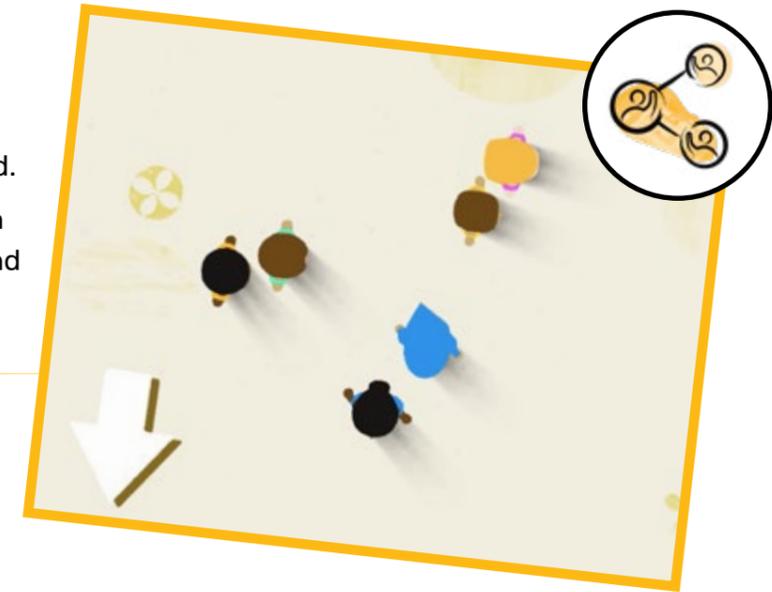


Throughout the game, make sure boys and girls both get the opportunity to be the leader, and everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/HmUN7aq0eJ0>

OTHER WAYS TO PLAY

- If the game is too difficult, the Boda Boda can choose to wear a blindfold.
- If the game is too easy, children can play in groups of three (2 leaders and 1 Boda Boda).



CLOSING REFLECTIONS

After the game, reflect with children on how to lead others.

REFLECT

When you were the leader, what did you do to make the game easier for the Boda Boda?

CONNECT

To be a good leader in your community, what kinds of advice do you think you should give? Why?

APPLY

What is something you want to change about your community? Why? How would you help people make that change?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Partners are communicating clearly to move around the play area.
- Boys and girls in the role of leader can find ways to make the game easier for the Boda Boda.
- Boys and girls can identify things that a good leader does.

REFLECTIONS

CHILD IN THE MIDDLE



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
balls
(1 per group)

KEY LEARNING



This game teaches children how to cope with negative emotions, by trying to catch a ball that is passed between other teammates.

OPENING REFLECTIONS



Introduce the game to children by asking the following question:

- What do you do when you feel upset?

HOW TO PLAY



1. Invite boys and girls to divide themselves into groups. Each group forms a circle.
2. Explain that the children in the circle will pass a ball to one another. Children in the middle will try to get the ball.
3. Invite each group to decide how many children will play in the middle.

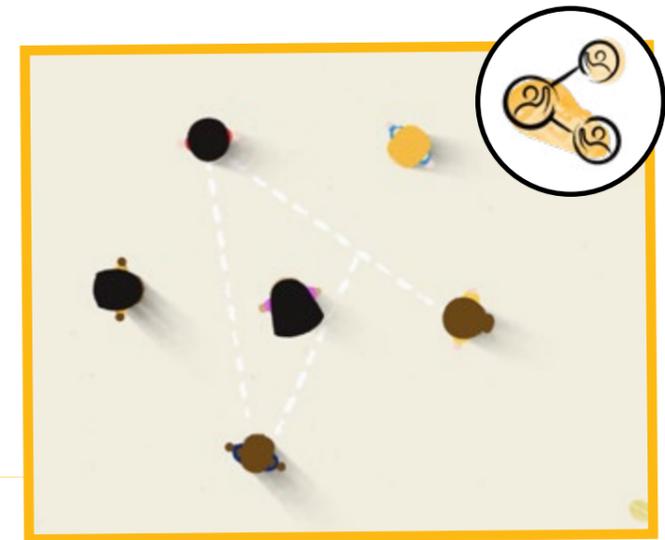
4. Challenge them to pass the ball across the circle, instead of passing to the child beside them.
5. If the child in the middle catches the ball, they switch positions with the child who threw it.
6. Encourage children to try different strategies. Invite them to change and set their own rules for the game each time the child in the middle switches. For example, they must pass the ball within five seconds of catching it.

Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/rUZpBRhBGDA>

OTHER WAYS TO PLAY

- If the game is too difficult, children can play in groups of 3. Two players can try to keep the ball away from the third in the middle.
- If the game is too easy, children can increase the number of balls, or try to throw the ball with their non-throwing hand.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop an ability to cope with negative emotions.

REFLECT

How did you feel being the child in the middle?

CONNECT

In everyday life, what are some positive feelings that people have? What are some difficult feelings that people have?

APPLY

In your daily life, how can you take care of yourself when you feel left out or alone? Who can you talk to?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls in the middle can intercept the ball.
- Boys and girls are able to cope with any negative emotions in the game (e.g. frustration).
- In discussion, boys and girls can identify ways to take care of themselves when they feel alone.

REFLECTIONS

HUMAN KNOT



KEY LEARNING

This game teaches children how to communicate clearly, as they try to untangle themselves from a human knot.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Why is communication important when you are working with a team?
- Why is communication important when you are trying to solve a problem?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
none

HOW TO PLAY

1. Ask boys and girls to divide themselves into groups of a similar size, and to form a circle in their group.
2. Invite children to put both their hands into the middle of the circle and hold the hand of two different children. The children are now tangled together like a knot.
3. The group must try to untangle themselves until they return to one continuous circle.
4. Remind children not let go of each other's hands throughout the game.
5. Encourage boys and girls to talk to each other and try different strategies for untangling.



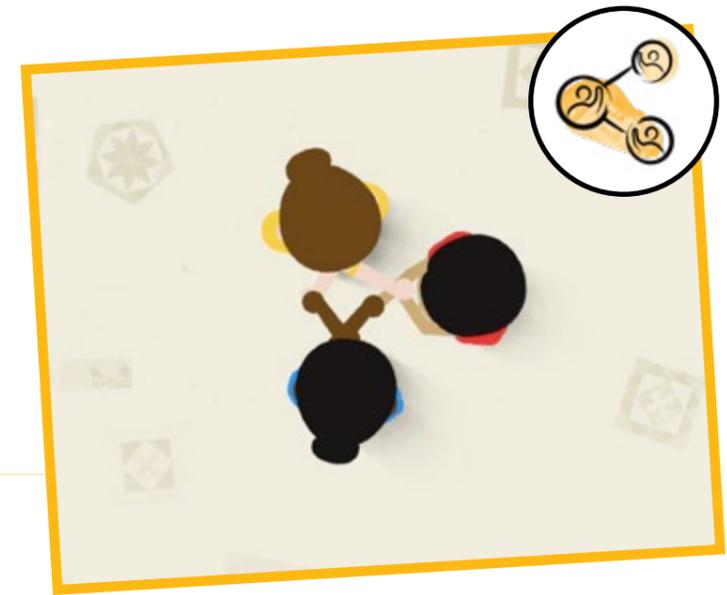
Throughout the game, make sure boys and girls are playing safely and are comfortable with physical contact.

WATCH THE VIDEO:

<https://youtu.be/CkkevKykPnl>

OTHER WAYS TO PLAY

- If the game is too difficult, children can play in a smaller group.
- If the game is too easy, one child from team can volunteer to be the Helper. The Helper will stand back while children in the team become tangled and then give ideas to help untangle the group as quickly as possible.



CLOSING REFLECTIONS

After the game, reflect with children on how they can communicate clearly.

REFLECT

What ideas from your team helped you untangle?

CONNECT

When else have you been part of a team that had to communicate to solve a problem?

APPLY

The next time you have to solve a problem with a team, how can you communicate clearly?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are following the directions to tangle up, so that they are forming a knotted circle.
- Boys and girls are listening to one another and trying to follow the directions given to untangle.
- Boys and girls are able to explain what it means to communicate clearly and make a connection to problem solving.

REFLECTIONS

GUESS MY DRAWING



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
15+ mins



Materials
drawing materials
(e.g. paper, pencils/
markers)

KEY LEARNING

This game teaches children to share their ideas, by drawing ideas for teammates to guess.

OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Why is it important to share our ideas?

HOW TO PLAY

1. Ask boys and girls to divide themselves into small groups of a similar size (e.g. 2 or 3).
2. Invite one player in each group to think of an idea and to start drawing it.
3. Their teammates will try to guess their idea. If children have difficulty guessing, encourage the drawer to add new things to their picture to help.



4. Encourage boys and girls to ask one another follow up questions about their ideas and drawing.
5. Invite children to share their ideas for how to play the game in the next round.

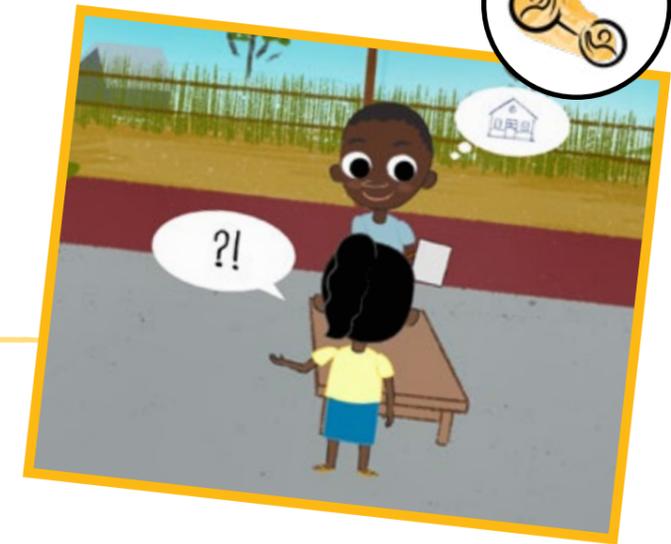
Throughout the game, make sure boys and girls have equal opportunities to guess and draw.

REMEMBER: Have fun!



OTHER WAYS TO PLAY

- If the game is too difficult, children can ask the drawer questions to help them guess.
- If the game is too easy, children can set a limit on the numbers of guesses for guessing.



CLOSING REFLECTIONS

After the game, reflect with children on how they can share their ideas.

REFLECT

When you were drawing, what did you do to help others guess your idea? When you were guessing, what helped you to guess the drawing?

CONNECT

What was a time in your life when you needed to share your ideas without speaking?

APPLY

In your everyday life, what can you do to help others understand you clearly?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are drawing their ideas.
- Boys and girls are sharing their pictures confidently and other are guessing what was drawn.
- Boys and girls are finding more ways to draw their idea when peers cannot guess correctly.

REFLECTIONS

FROZEN BEANBAG



KEY LEARNING

This game teaches children to demonstrate empathy, by helping to unfreeze others in a balancing game.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- How do you feel when someone helps you?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
10+ mins



Materials
something safe for each child to balance on their head (e.g. sock, notebook, leaf, etc.)

HOW TO PLAY

1. Ask boys and girls to find something safe to balance on their head. Invite children to place their object on their head and to practice moving their body in different ways without dropping it.
2. If the object falls, children will freeze. Boys and girls will stay frozen until another player comes and places the fallen object back on their head, without dropping their own object!
3. After some practice, encourage children to create a competition. For example, who can go the farthest without dropping their object or who can dance the longest.
4. Invite children to share their ideas for how to play in the next round



Throughout the game, make sure both boys and girls are helping each other equally.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can try to make small movements before dancing or walking.
- If the game is too easy, children can try to balance 2 objects.



CLOSING REFLECTIONS

After the game, reflect with children on demonstrating empathy.



REFLECT

Why did you decide to help someone when their object fell?

CONNECT

How do you think other people in your life feel when you help them?

APPLY

What are different ways you can help people in your everyday life?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are trying to move with the object on their head.
- Boys and girls are helping their peers return to the game and can explain their motivation for wanting to help.
- Boys and girls can identify different ways to help others.

REFLECTIONS

SELF-PORTRAITS



KEY LEARNING

This game teaches children to recognize that people have different needs, by sharing art work that expresses their personal dreams and ideas.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- If you could take a photo of the most important things in your life, what would you take a photo of?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
30+ mins



Materials
anything to make a picture (e.g. paper, pencils, paints, etc.)

HOW TO PLAY

- Distribute the materials and inviting boys and girls to find a space to work independently.
- Encourage children to use their full paper to make a picture of themselves.
- Then, invite children to share some things about themselves in their picture. Ask that they:
 - Put 4 activities that they do every day beside their hands and feet.
 - Put 2 of their favourite people or things in their heart.
 - Put 2 of their hopes for the future around their head.
- When children have completed their self-portraits, invite them to find a partner and share their pictures.

- As they play, invite children to share any other ideas they have for doing the activity.



Throughout the game, make sure boys and girls are comfortable sharing personal information and that they have equal chances to talk about their pictures.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can put only 1 activity, 1 favourite thing, and 1 dream for the future.
- If the game is too easy, children can add more things on their pictures.



CLOSING REFLECTIONS

After the game, reflect with children on the similarities and differences in their drawings.

REFLECT

What are some similarities and difference you see in the pictures?

CONNECT

How can we learn more about each other's needs?

APPLY

What can we do to make sure everyone has what they need to be safe, healthy and happy?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are taking time to draw their pictures and capture their ideas
- Boys and girls feel comfortable sharing the information in their drawing with a partner
- Boys and girls demonstrate understanding about boys' and girls' different needs and express ideas about how to support others to be safe, healthy, and happy

REFLECTIONS

FACE TO FACE



KEY LEARNING

This game teaches children how to use body language, by acting out and copying different emotions.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are different feelings?
- Can you show me what people's faces and bodies might look like when they are: Happy? Sad? Angry? Curious? Frustrated?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
15+ mins



Materials
none

HOW TO PLAY

1. Invite children to choose a partner. Encourage boys and girls to partner together, if appropriate.
2. Ask one child in each pair to volunteer to be the first actor.
3. Invite partners to face each other. The actor will choose a feeling to act out, without saying what the feeling is. Their partner will copy their actions and try to guess the feeling.
4. Have the partners take turns being the actor.
5. Invite children to share their ideas for how to play the game in the following rounds.

Throughout the game, make sure boys and girls have equal opportunity to be the actor.

REMEMBER: Have fun!



OTHER WAYS TO PLAY

- If the game is too difficult, actors can move slowly and/or do only one action at a time.
- If the game is too easy, actors can make small changes and see if their partners notice or choose 2 feelings to act out in one turn.



CLOSING REFLECTIONS

After the game, reflect with children on how they can use body language.

REFLECT

Was it easy or difficult to recognize what feelings your partner was acting out? Why?

CONNECT

Was there a time when you knew how a friend was feeling even though they didn't tell you? How did you know?

APPLY

Why is it important to pay attention to people's body language and facial expressions?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are expressing a variety of feelings through body language.
- Boys and girls can identify the feelings their partner is acting out.
- Boys and girls can explain why it is important to pay attention to what other people's body language tells them.

REFLECTIONS

FLIP THE BLANKET



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
large piece of cloth or plastic



KEY LEARNING

This game teaches children how to work together to solve problems, by working as a team to flip over a blanket without anyone touching the ground.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Have you ever worked together with someone to solve a problem?
- How did you work together?

HOW TO PLAY



1. Place the blanket down in an open and safe playing area.
2. Invite the children to find a place on the blanket.

3. Everyone works together to try to flip the blanket over without anyone touching the ground.
4. If someone touches the ground, the group will start over.
5. Encourage girls and boys to be creative, try different ideas, and to listen to one another.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are listening to each other and that everyone is playing safely.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can play with less people on the blanket (e.g. have multiple blankets to flip).
- If the game is too easy, children can try to play without speaking.



CLOSING REFLECTIONS

After the game, reflect with children on how they can solve problems by working together.

REFLECT

What strategies did you use to flip the blanket? What worked best?

CONNECT

In your everyday life, what are different problems that you might have to deal with?

APPLY

How can you work with other children or adults to address those problems?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are listening to one another and thinking of creative ways to flip the blanket.
- Boys and girls are playing safely and looking out for one another.
- Boys and girls can identify how they can work with others to solve everyday problems.

REFLECTIONS

FREEZE TAG



KEY LEARNING

This game teaches children how to help others, by working together to remain unfrozen.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some ways that you help people in your life?
- How do others help you?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6-9



of Players
6+



Time
10+ mins



Materials
none

HOW TO PLAY

1. Ask for a volunteer to be the Chaser. When the Chaser tags someone, the tagged child is "frozen" and stays still. Another child can unfreeze them (for example, by lightly tapping them).
2. Invite children to create their own rules before the game starts. For example, they can decide how to move during the game, how to become unfrozen, and how many players can be the Chaser.
3. After one round, invite children to share their ideas for how to play the game again.



Throughout the game, make sure boys and girls have opportunities to be the Chaser and that everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/j8YpHBC0qyA>

OTHER WAYS TO PLAY

- If the game is too difficult, children can count aloud up to 30 before they can unfreeze and rejoin the game.
- If the game is too easy, children who get unfrozen can stay connected to the child who unfroze them and continue playing.



CLOSING REFLECTIONS

After the game, reflect with children on how to help others.

REFLECT

What did you do to help each other in this game?

CONNECT

Can you think of a time when a friend helped you in a difficult situation? How did it feel?

APPLY

What are some other things you can do to help those around you who might need help?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are working together to stay away from the Chaser and remain unfrozen.
- Boys and girls are helping each other by unfreezing others when they are tagged.

REFLECTIONS

BUILDING THE PYRAMID



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6-9



of Players
6+



Time
15+ mins



Materials
sponges (or
objects in
similar size,
buckets



KEY LEARNING

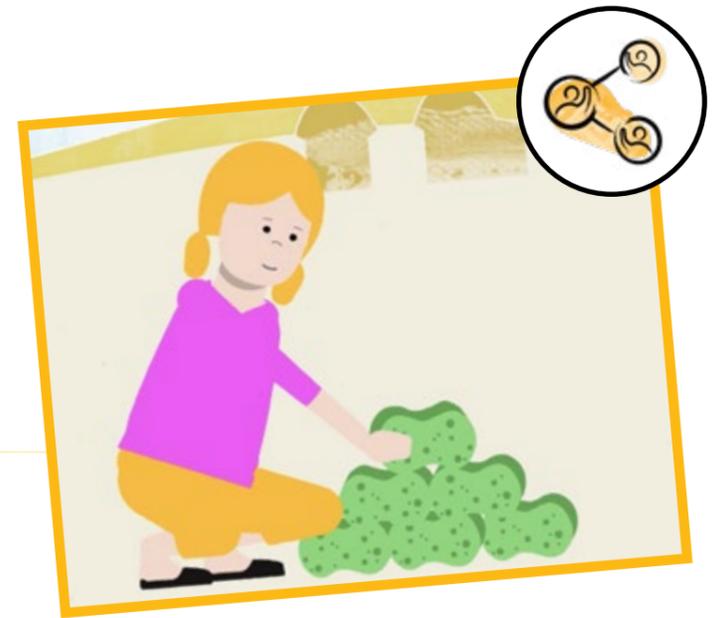
This game teaches children how to work as a team, by passing sponges along a line of teammates and building a pyramid.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Why is it important to work together in a team?



CLOSING REFLECTIONS

After the game, reflect with children on how to work as a team.

HOW TO PLAY

- Invite boys and girls to divide themselves into teams of a similar size and to form a line in their teams.
- Next, place a bucket of sponges beside the first child in each line. They will pick up a sponge and pass it to the next child in line.
- The team will pass the sponges down the line to the last child, who will build a pyramid with the sponges.
- In the next round, switch players so a different child gets to build the pyramid. Encourage children to set their own rules for the game. For example, how far apart they are in line or how they pass the sponges.



Throughout the game, make sure boys and girls are participating equally and everyone is playing safely.

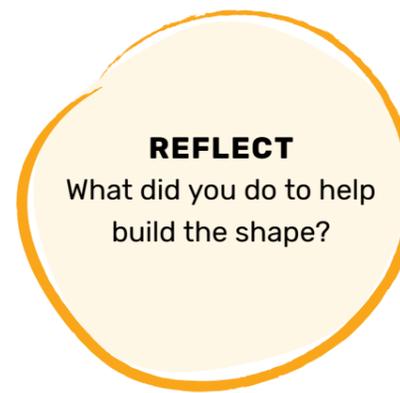
WATCH THE VIDEO:
<https://youtu.be/CkMIBIAduWU>



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls know their role on the team.
- Boys and girls are being good-natured and cooperative with their teams.



REFLECT

What did you do to help build the shape?



CONNECT

When else in your life is it important for everyone to play a role?



APPLY

How can you be a good team player in your family or at school?

REFLECTIONS

ALPHABET FIND



KEY LEARNING

This game teaches children to respect and value each person's strengths and abilities, by searching for items while playing different roles.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What is something that you do well?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
3+



Time
20+ mins



Materials
existing
objects in
the play area,
blindfold
(optional)

HOW TO PLAY

1. Invite boys and girls to decide if they would like to play the game as one group or on different teams.
2. Once in teams, ask children to choose different roles: those who can't walk, those who can't talk, and those who can't see.
3. Invite children to pick a letter of the alphabet. Explain that they will work as a team to find as many things as they can in the play area that start with that letter.
4. Remind children to stay in their role as they search for items.
5. Invite children to share their ideas for how to play the game in the next round.



Throughout the game, encourage boys and girls to be on the same teams. Make sure children are moving safely in their roles.

WATCH THE VIDEO:

https://youtu.be/m-v1Jlg_RI4

OTHER WAYS TO PLAY

- If the game is too difficult, look for things of a certain shape or colour instead of a certain letter.
- If the game is too easy, set a time limit for finding objects.



CLOSING REFLECTIONS

After the game, reflect with children on respecting one another's strengths and abilities.

REFLECT

How did each person help the team?

CONNECT

In your life, what strengths and abilities do you have that you can share when you work as a team?

APPLY

Why is it good to play with girls and boys who have different strengths and abilities than you?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are staying in their roles and working together to look for things.
- Boys and girls are including and respecting one another and are listening to one another's ideas.

REFLECTIONS

KNOCK DOWN



KEY LEARNING

This game teaches children to work together to reach a common goal, by trying to knock down their opponents' bottles and keep their own bottles upright.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is a goal?
- How can a team work together to reach a common goal?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
4+



Time
30+ mins



Materials
plastic,
bottles, &
soft balls
(or similar
materials)

HOW TO PLAY



1. Begin by inviting boys and girls to organize themselves into teams of a similar size. Each team can choose a name.
2. Next, children can set up the bottles in front of Team A. Team B will try to knock down all the bottles using the soft balls before Team A can set them back up.

3. Play until all the bottles are knocked down or set a time limit. Then switch roles. Let Team B set up the bottles and have Team A try to knock them down.
4. Invite children to share their ideas for how to play the game in the next round, and encourage the teams to think of a strategy before play begins.

Throughout the game, make sure boys and girls are participating equally. Remind children to hit the bottles and not the other players.

WATCH THE VIDEO: <https://youtu.be/9SxEduJL0zs>

OTHER WAYS TO PLAY

- If the game is too difficult, children can play with fewer bottles.
- If the game is too easy, children can play the game without talking.



CLOSING REFLECTIONS

After the game, reflect with children on working together to reach a common goal.

REFLECT

What strategy did your team use to work together?

CONNECT

In your life, what are some common goals you can reach by working with others?

APPLY

How could you work with others to achieve those common goals in your everyday life?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are creating plans with their teammates to work together.
- Boys and girls are cooperating and collaborating while they play and everyone has a role.

REFLECTIONS

THREE-LEGGED RACE



KEY LEARNING

This game teaches children how to work together with others, by participating in a race where their leg is tied to their partner.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- If people are working together well, what would you see and hear?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
15+ mins



Materials
cloth or rope,
object to
create start &
end line (e.g.
chalk, cones)

HOW TO PLAY

1. Invite children to find a partner.
2. Children can stand side-by-side with their partner and tie one leg together using cloth or rope. The legs should be tied tightly together so there is limited space between them.
3. Before beginning the race, invite children to walk around slowly to get used to the feeling. Encourage pairs to test out different ways to coordinate their movements.
4. Ask children to line up across the start line and begin the race by shouting "Go!"
5. Invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are participating equally, and moving carefully.

WATCH THE VIDEO:
<https://youtu.be/CfB2Gt7SpBw>

OTHER WAYS TO PLAY

- If the game is too difficult, children can link arms instead of tying their legs together.
- If the game is too easy, one partner can choose to wear a blindfold.



CLOSING REFLECTIONS

After the game, reflect with children on how to cooperate and work with others.

REFLECT

What did you and your partner do to work together and succeed?

CONNECT

Who is someone in your life that you work well with?

APPLY

How can you work with people who want to do things differently from you?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to move together with their partner safely.
- Boys and girls can identify effective ways of working together with others.

REFLECTIONS

BLIND GOAL QUEST



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
15+
mins



Materials
blindfolds

KEY LEARNING

This game teaches children how to communicate clearly, by giving verbal directions to help a blindfolded teammate find the Goal.

OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Why is it important to communicate clearly?

HOW TO PLAY



1. Invite boys and girls to divide themselves into teams of a similar size and to form a circle with their teams.
2. Ask for 2 volunteers from each team: one to be the Searcher who is blindfolded, and the other to be the Goal.
3. Both players will start in the middle of the circle. The Searcher will try to find the Goal, while the Goal will try to avoid the Searcher.

4. Encourage the children in the circle to use their voices to direct the Searcher to the Goal. Ask them to have their hands out to gently guide the Searcher back into the center of the circle.
5. When the Searcher finds the Goal, play the game again with different boys and girls in these two roles. Invite children to share their ideas for how to play the game in the next round.

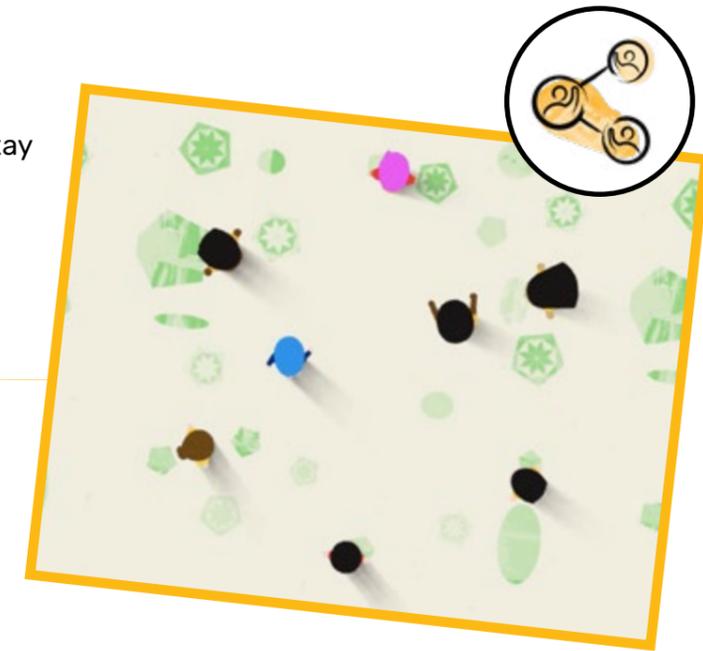
Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/pG42viKWU6s>

OTHER WAYS TO PLAY

- If the game is too difficult, the Goal can stay in one spot, instead of moving around.
- If the game is too easy, 2 volunteers can be Goals and the Searcher can find each Goal in a particular order.



CLOSING REFLECTIONS

After the game, reflect with children on how to communicate clearly.

REFLECT

What did you find difficult about giving directions to the Searcher?

CONNECT

In everyday life, when is it important to communicate in a clear way?

APPLY

How can you communicate more clearly?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls around the circle are communicating clearly to help the Searcher find the Goal.
- The Searcher is able to understand and follow instructions from the other children.

REFLECTIONS

BLINDFOLDED PARTNER RUNNING



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
10+ mins



Materials
blindfolds,
anything to
mark lines
(e.g. cones,
chalks, sticks)



KEY LEARNING

This game teaches children how to develop leadership skills, by guiding a blindfolded partner through a relay race.

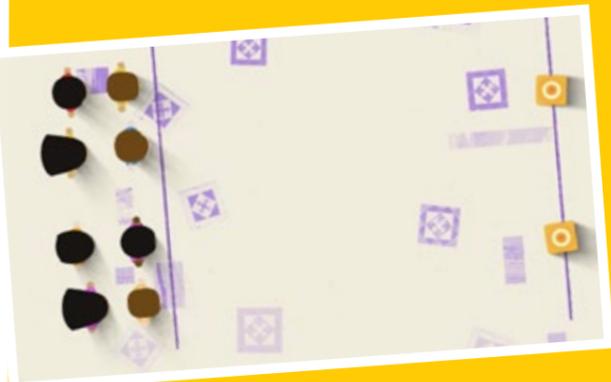


OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What do you think it means to be a leader?
- In your life, when have you had a chance to be a leader?

HOW TO PLAY



1. Invite boys and girls to divide themselves into teams of a similar size, and to find a partner on their team.
2. Mark a start line and end line. Each team lines up in pairs behind the start line.
3. Explain and demonstrate that in this relay, Partner B wears a blindfold and Partner A guides them.

The pair can link arms to move to the end line and back.

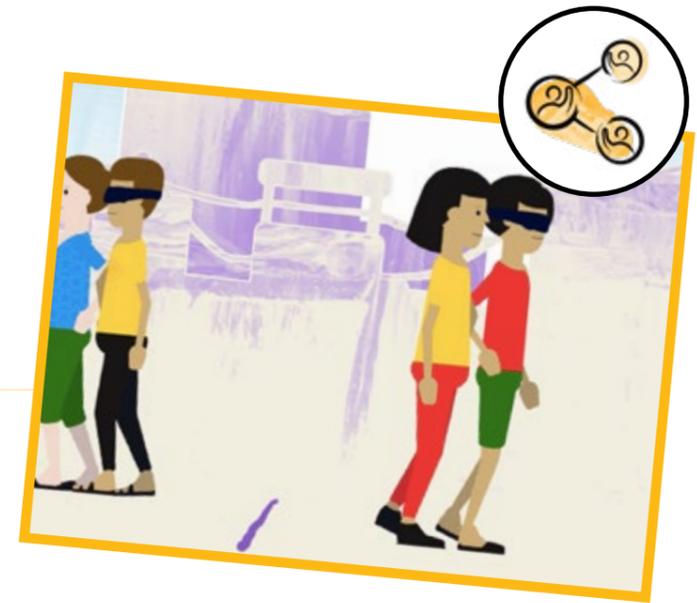
4. Before the race, invite pairs try out different ways to move and decide together how they will move in the relay.
5. Encourage partners to change roles so that both have a chance to be blindfolded and to lead. A team finishes when all members have gone twice.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/8PiRWT1dLRQ>

OTHER WAYS TO PLAY

- If the game is too difficult, 2 players can guide 1 blindfolded player together.
- If the game is too easy, children can create an obstacle course to move through.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop leadership skills.

REFLECT

How did you, as a leader, help your blindfolded partner?

CONNECT

What situations in your daily life require you to be a leader?

APPLY

How can you show you are a good leader?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are being mindful of their blindfolded partner and their peers.
- Boys and girls are moving confidently with their partner when wearing a blindfold.
- Boys and girls can identify what a good leader is and does.

REFLECTIONS

I LIKE MY NEIGHBOURS



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
8+



Time
15+ mins



Materials
none



KEY LEARNING

This game teaches children to recognize what they have in common with others, by playing a game of switching places.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What are some things you have in common with your peers (classmates, friends)?

HOW TO PLAY



1. Invite children to form a circle. Ask for one volunteer to be the Friendly Neighbour, who will stand in the centre.
2. The Friendly Neighbour will make a statement reflecting something they have in common with others, such as, "I like my neighbours, especially those who are wearing red."
3. Anyone wearing red will enter the circle and find a new, empty place to stand. At the same time, the Friendly

Neighbour will try to find their own empty place, so that they can join the circle.

4. The player left without a place becomes the next Friendly Neighbour, and makes a new statement, beginning with, "I like my neighbours..."
5. Encourage children to use their imagination and come up with things they might have in common with each other, especially children they don't know very well.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally, that no one is being singled out, and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/TXQTKkqXbMM>

OTHER WAYS TO PLAY

- If the game is too difficult, children can slow down between rounds to give them time to prepare for the next statement.
- If the game is too easy, the Friendly Neighbour can call out two statements at a time. For example, "I like my neighbours, especially those who have a birthday in September and are wearing black shoes"



CLOSING REFLECTIONS

After the game, reflect with children on how they can recognize what they have in common with others.

REFLECT

What did you have in common with people in this group?

CONNECT

What is something new you learned about someone in this group?

APPLY

What can you do to find other things you have in common with your peers? With your neighbours?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to identify things they have in common (similarities) with their peers.
- Boys and girls are able to make appropriate statements as the Friendly Neighbour.

This game was adapted from Tribes www.peacelearningcenter.org.

REFLECTIONS

TEAM TRUST



KEY LEARNING

This game teaches children how to develop trust in others, by leading a blindfolded partner through an obstacle course.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Who is someone in your life that you trust?
- Why do you trust that person?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
20+ mins



Materials
blindfolds and random objects for an obstacle course

HOW TO PLAY



1. Work together with children to mark a rectangular play area, with a clear starting line on one side.
2. Next, invite children to collect random objects and scatter them throughout the play area to create a challenging obstacle course.
3. Then, invite children to find a partner and line up behind the starting line. Children can decide who in the pair is comfortable being blindfolded. The blindfolded partner will play the role

of Truster. The other partner will play the role of Guide.

4. The Guide will lead the Truster to the other side of the play area and back. The Guide can stay beside, behind, or in front of the Truster but cannot touch the Truster in any way.
5. Encourage children to set their own challenges in the game. For example, the Truster can crawl through the obstacle course instead of walk.
6. If the Truster touches an object in the obstacle course, the pair must return to the start line and begin again.
7. Invite children to share their ideas for how the game can be played in the next round.

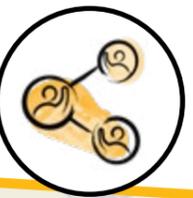
Throughout the game, make sure boys and girls are playing safely and are comfortable wearing blindfolds.

WATCH THE VIDEO:

<https://youtu.be/p83q0lygXW8>

OTHER WAYS TO PLAY

- If the game is too difficult, children can decrease the number of objects in the obstacle course.
- If the game is too easy, the Guides can direct their partners from behind the starting line.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop trust in others.

REFLECT

What did Guides do to make their Truster feel safe?

CONNECT

When in your everyday life have you trusted someone else? How did you show or tell them that you trusted them?

APPLY

What else can you do to help others trust you?



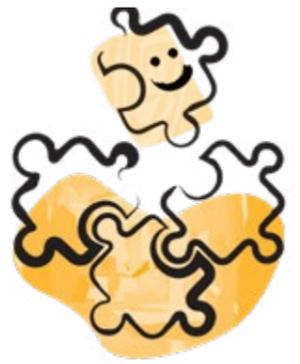
SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to direct their partners through the obstacle course safely.
- Blindfolded children are able to navigate the obstacle course safely and confidently.
- Boys and girls are able to explain what trust means to them and how they can develop trust in each other.

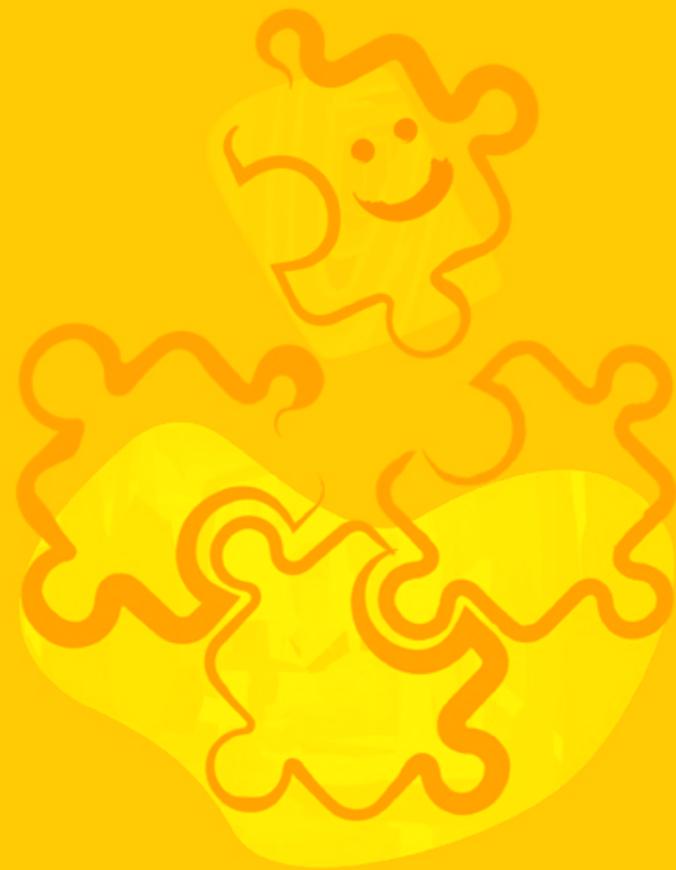
REFLECTIONS

EMOTIONAL DEVELOPMENT GAMES



At times, you may find it helpful to review the *Psychosocial Support* reference sheet on **page 19**.

GAME	HOLISTIC LIFE SKILL	KEY LEARNING	 AGE	 TIME	 # OF PLAYERS
Alien Guide*	Self-awareness	This game teaches children to understand their habits and behaviours	6+	20+ min	2+
Emotion Bingo*	Managing emotions	This game teaches children to name and describe their emotions	6+	25+ min	3+
Pantomime*	Communication	This game teaches children how to communicate their feelings	6+	15+ min	3+
The Puppet's Day*	Managing emotions	This game teaches children how to recognize and understand their emotions	6-9	30+ min	2+
Self-Esteem Silhouettes*	Self-confidence	This game teaches children how to improve their self-esteem	10+	30+ min	2+
Life Story*	Self-awareness	This game teaches children how to build their self-awareness	10+	30+ min	2+
Throwing Negativity Away*	Managing emotions	This game teaches children how to cope with negative emotions	10+	10+ min	6+
Gathering Relay*	Managing emotions	This game teaches children how to cope with negative emotions	10+	15+ min	6+
Hope is in the Air*	Hope	This game teaches children how to be hopeful	10+	10+ min	6+
Tossing for Confidence*	Self-confidence	This game teaches children how to develop self-confidence	10+	20+ min	6+



ALIEN GUIDE



KEY LEARNING

This game teaches children to understand their habits and behaviors, by teaching an “alien” how to do everyday tasks.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some activities you do every day?
- Why do you do these activities?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
2+



Time
20+ mins



Materials
none

HOW TO PLAY

1. Begin by asking children to arrange themselves into groups of two or three.
2. Ask for one volunteer in each group to be the “alien.” The rest of the group will teach the alien how to live on planet earth.
3. Ask children to think about all the things that people do at home. Encourage them to use their imagination and teach the alien through words and actions.
4. After a while, invite children to switch roles and play again. But this time, teach the alien all the activities children do at school.
5. Invite children to share their ideas for what to teach the alien in the next round.



Throughout the game, make sure boys and girls are participating equally. Look for opportunities to talk about how both boys and girls can do the same activities.

WATCH THE VIDEO:

<https://youtu.be/lsc0F8phCC8>

OTHER WAYS TO PLAY

- If the game is too difficult, children can teach whatever activities come to mind, rather than focusing on home or school.
- If the game is too easy, they can add an extra step where the alien teaches others how to behave like an alien.



CLOSING REFLECTIONS

After the game, reflect with children on their habits and behaviors.

REFLECT

Which activities were your favourite and why?

CONNECT

Why is it important to have activities that you do every day, or a daily routine?

APPLY

What, if anything, would you change about the way you do your everyday activities?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are identifying regular activities that they do and communicating about these activities effectively, so that others can understand their ideas.
- Boys and girls are being creative and expressing themselves in their different roles of “teacher” and “alien.”

REFLECTIONS

EMOTION BINGO



KEY LEARNING

This game teaches children to name and describe their emotions, by filling a line of emotion words on a Bingo card as fast as they can.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Let's create a list of feelings! What different feelings do you have or observe in others? (e.g. happy, curious, excited, sad).
- Choose one of the feelings we just listed and share a reason why you might feel that (e.g. I feel confused when I don't understand the teacher).



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
25+ mins



Materials
paper, pencils/markers, and small objects (e.g. stones, bottle caps, small pieces of paper)

HOW TO PLAY

- Invite each child to create a chart that has the same number of rows and columns (e.g. 4 rows & 4 columns). Ask them to draw or write a different feeling in each box. Encourage children to think about the list of feelings you created.
- Invite a volunteer to call out different feelings, one at a time. The other children will check if the feeling matches any of the ones on their chart. If it does, they put a small object in that box.
- When a girl or boy matches an entire line, they can say "Bingo!"
- Invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are participating equally and help boys and girls to understand that it's okay to have different emotions.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can make a smaller chart (for example, 3x3).
- If the game is too easy, children can decide when players can call "Bingo!" (e.g. when they fill 2 lines, when they match an 'X,' or they fill the whole chart).



CLOSING REFLECTIONS

After the game, reflect with children about expressing their feelings.

REFLECT

What feelings from the game have you felt in the last few days?

CONNECT

In your everyday life, what do you do when you have difficult feelings – like feeling angry, sad, or frustrated? What do you do when you see that your friend is having a difficult feeling?

APPLY

Why is it important to listen to how others feel?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can name a variety of emotions and describe when they might feel them.
- Boys and girls can find emotions on their charts to fill a line.
- Boys and girls can share ways they deal with difficult emotions and help others too.

REFLECTIONS

PANTOMIME



KEY LEARNING

This game teaches children how to communicate their feelings, by acting out feelings with actions.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are different actions we can all do? (e.g. clap, dance, kick)
- What are different feelings? (e.g. excited, scared, nervous)



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
15+ mins



Materials
none

HOW TO PLAY



1. Invite children to practice acting out different actions and feelings. Ask for one volunteer to be the Caller. They will call out different actions or feelings, one at a time, for the rest of the children to do (e.g. happy, clap, shake, sad).

2. Ask for a new volunteer to be the Caller. Now the Caller will call out a combined action and feeling for the rest of the children to act out. For example, angry clapping or bored dancing.
3. After every few turns, ask for a new volunteer to be the Caller.
4. Encourage the Callers to be creative with their feelings and actions.
5. Invite children to share their ideas for how to play the game in the following rounds.

Throughout the game, make sure boys and girls have equal opportunity to be the Caller and that everyone is included in the game play.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can just act out feelings (instead of feelings and actions).
- If the game is too easy, children can think of new ways to act out feelings. For example, be animals, like nervous ducks or sad elephants. Or pretend to use objects, like kicking a ball calmly or playing a guitar excitedly.



CLOSING REFLECTIONS

After the game, reflect with children on how they can communicate their feelings.

REFLECT

What combinations of actions and feelings were the most fun to act out? What were the most difficult?

CONNECT

When in your life is it difficult to express your feelings?

APPLY

What can help you to share your feelings? How can you help others to share their feelings?

Look out for signs of children expressing more serious issues and contact their families or community organizations for support.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are expressing different feelings and actions effectively through body language.
- Boys and girls can name different feelings.
- Boys and girls can identify what can help them to share their feelings and how they can help others.

This game was adapted from Tribes www.peacelearningcenter.org.

REFLECTIONS

THE PUPPET'S DAY



KEY LEARNING

This game teaches children how to recognize and understand their emotions, by creating puppets and telling stories about them.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What makes you feel happy? What makes you feel sad?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6-9



of Players
2+



Time
30+ mins



Materials
Any materials to make puppets (e.g. paper, socks)

HOW TO PLAY

1. Invite each child to create two puppets – 1 happy and 1 sad. Encourage them to use their imagination to make the puppet however they like!
2. Invite each child to tell a story about their sad puppet having a bad day and a story about their happy puppet having a good day.
3. As they play, encourage children to share any other ideas they have for using their puppets.

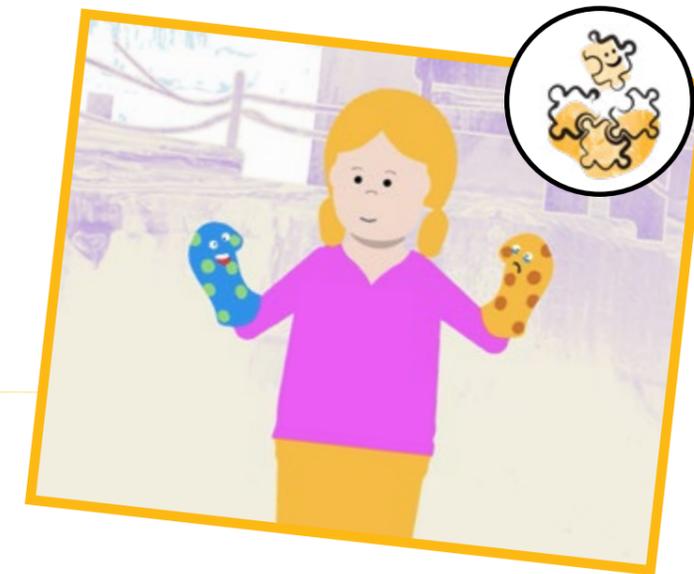


Throughout the game, make sure boys and girls are participating equally and that everyone can access materials. Look out for opportunities to reflect with girls and boys on healthy and unhealthy coping strategies.

WATCH THE VIDEO: <https://youtu.be/taU3sutZnro>

OTHER WAYS TO PLAY

- If the game is too difficult, children can draw a picture about why their puppets are happy or sad.
- If the game is too easy, they can create a third story about what the sad puppet does to feel better.



CLOSING REFLECTIONS

After the game, reflect with children on how they can recognize and understand their emotions.

REFLECT

What were some feelings the puppets had? What made them feel this way?

CONNECT

Could you share about a time when you felt the same way your puppet did?

APPLY

When you feel sad, what can you do to feel better?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to create puppets and use them to tell stories to share their ideas.
- Boys and girls are making connections between story events and emotions.
- Boys and girls are able to reflect on their own emotions.

This game was adapted from UNRWA. (2016). Psychosocial support recreational activities resource guide.

REFLECTIONS

SELF-ESTEEM SILHOUETTES



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
2+



Time
30+ mins



Materials
pencils
or
markers,
paper,
scissors,
other art
materials



KEY LEARNING

This game teaches children how to improve their self-esteem, by creating silhouettes with their personal qualities.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What is one word that describes you?

HOW TO PLAY



1. Invite children to help peers trace the shape of their head onto a piece of paper.
2. After each child cuts out their silhouette, invite them to draw/write a list of things they like about themselves on one side, and things they dislike on the other side. They can decorate their silhouettes however they like!

3. When everyone is finished, encourage girls and boys to share some of the things they drew or wrote.
4. As they play, invite children to share any other ideas they have for doing the activity.

Throughout the game, make sure boys and girls are participating equally and that everyone can access materials. Reinforce that girls and boys can have the same strengths and qualities.

WATCH THE VIDEO:

<https://youtu.be/I04j8KtKURA>

OTHER WAYS TO PLAY

- If the game is too difficult, children brainstorm by asking questions and thinking of ideas for their lists together.
- If the game is too easy, children can add a third section to the silhouette to draw or write things that they want to improve.



CLOSING REFLECTIONS

After the game, reflect with children on how they can build healthy self-esteem.

REFLECT

Was it easy or difficult to put down good things about yourself? Why do you think this can be hard?

CONNECT

Why is it important to know our good qualities?

APPLY

How can you deal with the qualities you don't like about yourself?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can identify positive and negative beliefs about themselves.
- Boys and girls can create a silhouette to express these ideas.
- Boys and girls can share ideas about the importance of healthy self-esteem and how to develop it.

REFLECTIONS

LIFE STORY



KEY LEARNING

This game teaches children how to build self-awareness, by sharing their life story in a creative way.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- When you travel, why do you look back on where you have come from? (For example, climbing up a hill, going to another village/city etc.)
- How do you feel when you look back on how far you have come on your journey?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
2+



Time
30+ mins



Materials
pencils
or
markers,
paper, other
art materials

HOW TO PLAY

1. Invite children to think of a creative way to share their life story.
2. When everyone is finished, encourage girls and boys to share what and who has had a positive influence on their life.
3. As they play, invite children to share any other ideas they have for doing the activity.



Look for opportunities to compare the experiences of boys and girls. Talk about how they can have equal opportunities to be their best selves.

WATCH THE VIDEO:

<https://youtu.be/AzBDY54VtSM>

OTHER WAYS TO PLAY

- If the game is too difficult, instead of sharing their life story, children can show 3 things they have done that make them feel proud.
- If the game is too easy, they can imagine events they would like to see in the future.



CLOSING REFLECTIONS

After the game, reflect with children on how to identify their strengths and the importance of self-awareness.

REFLECT

When you look at your story, what strengths do you see in yourself?

CONNECT

Have you noticed any changes in yourself over your life?

APPLY

How can your strengths help you reach your goals in the future?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can tell their life stories in creative ways.
- Boys and girls are able to share stories of positive development.
- Boys and girls can identify their strengths.

REFLECTIONS

THROWING NEGATIVITY AWAY



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
10+ mins



Materials
soft balls,
something
to mark play
area (e.g.
chalk, cones)



KEY LEARNING

This game teaches children how to cope with negative emotions, by working together to clear their section of balls as quickly as possible.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What are some negative emotions that you sometimes feel?

HOW TO PLAY

1. Give balls to children and explain that the balls represent negative emotions, such as anger, fear, loneliness, or worry.
2. Divide the play area into two equal sides and ask children to separate themselves into two teams.
3. Teams will gently throw their balls to the other team's side, but cannot cross over. The goal is to keep your team's section clear of balls.
4. Every 2-3 minutes, stop the game and count the balls on each side. Encourage children to make a new strategy together and continue playing.



Throughout the game, make sure boys and girls are participating equally and playing safely.

WATCH THE VIDEO:

<https://youtu.be/VHqI7-K50Zc>

OTHER WAYS TO PLAY

- If the game is too difficult, children can decrease the number of balls or decrease the size of the play area.
- If the game is too easy, children can add more balls or increase the size of the play area.



CLOSING REFLECTIONS

After the game, reflect with children on how to cope with negative emotions.

REFLECT

How did it feel when you had lots of balls on your side?

CONNECT

In real life, how do you deal with negative emotions?

APPLY

What can you do to turn negative emotions into positive ones?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are throwing the balls out of their side of the playing area.
- Boys and girls are working together as a team.
- Boys and girls can think of healthy ways to cope with negative emotions.

REFLECTIONS

GATHERING RELAY



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
15+
mins



Materials
objects of
similar size &
weight,
chalk

KEY LEARNING

This game teaches children how to cope with negative emotions, by gathering and carrying many objects in a relay.

OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Have you ever had too many tasks to do at once? How did it feel?

HOW TO PLAY

- Invite boys and girls to divide themselves into teams of a similar size.
- Mark a start line for teams to line up behind. Invite each team set up a pile of objects at the other end of the play area.
- Explain and demonstrate that:
 - The first child in each team will go pick up one object from the pile. They will then return to their team and hand the object to the next person.
 - The second child will go to the pile, while holding the first object, and pick up another object to bring back. This continues until the last child is moving while holding all the objects at once.
- Invite children to share their ideas for how to play the game in the next round.

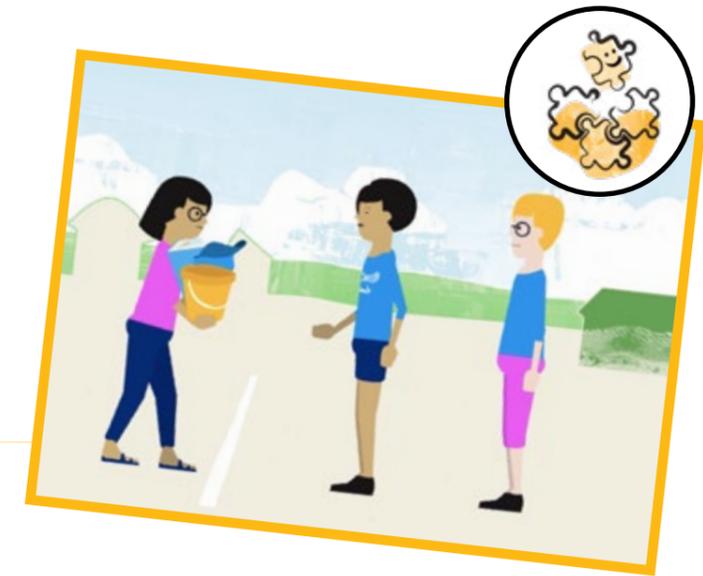


Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO:
<https://youtu.be/hvZqaMkXZYc>

OTHER WAYS TO PLAY

- If the game is too difficult, children can move the pile of objects closer to the start line.
- If the game is too easy, children can decide on an action that players need to perform before they return to the start line.



CLOSING REFLECTIONS

After the game, reflect with children on how they can cope with negative emotions.

REFLECT

How was the game different for the players at the start of the relay, and the players at the end?

CONNECT

In everyday life, what do you usually do when you feel overwhelmed?

APPLY

What else can you do when you are overwhelmed with tasks? Who can you go to for help?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to carry all the items collected by their teammates.
- Boys and girls can cope with challenges in the game.
- Boys and girls can identify healthy coping strategies and supportive people.

REFLECTIONS

HOPE IS IN THE AIR



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
10+
mins



Materials
balloons
or soft balls,
chalk



KEY LEARNING

This game teaches children how to be hopeful, by working together to keep a balloon in the air without moving from their spot.

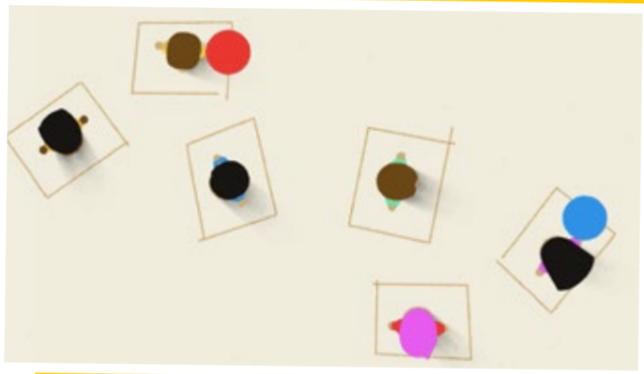


OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does it mean to hope for something?

HOW TO PLAY



1. Ask boys and girls to divide themselves into teams.
2. Invite teams to find a spot on the ground and draw a set of squares (the same number of squares as there are players on their team). Each child will choose one square to be their place for the game.
3. Invite children to think of one thing they hope for in life. Once everyone has an answer, the game leader will show a balloon and explain that it represents "hope" in this game.

4. The goal of the game is to keep the balloon in the air while staying in their squares. Boys and girls can hit the balloon with any part of their bodies to keep it in the air, but they can only hit it once before another player hits it.
5. Once the balloon touches the ground, the game begins again. Children can set new challenges or rules for the next round. For example, by rearranging their squares or setting a goal to reach a certain number of hits.

Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/sn6145kqrtY>

OTHER WAYS TO PLAY

- If the game is too difficult, children can hit the balloon more than once in a row.
- If the game is too easy, children can draw squares that are smaller or farther apart.



CLOSING REFLECTIONS

After the game, reflect with children on how they can be hopeful.

REFLECT

How did you feel when your team was able to keep your hope in the air?

CONNECT

How is the balloon similar to feelings of hope?

APPLY

What are some of the things you can do in your daily life to feel hopeful?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can keep the balloon/ball in the air.
- Boys and girls can think of ways to feel hopeful.

REFLECTIONS

TOSSING FOR CONFIDENCE



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
20+ mins



Materials
small objects
and chalk
(anything to create
a target)



KEY LEARNING

This game teaches children how to develop self-confidence, by attempting to toss an object into a target and performing different actions.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does confidence mean?
- What is something you do well?

HOW TO PLAY



1. Work with boys and girls to create a target zone on the ground with four sections. Invite children to work together to assign an action to each section of the target. Encourage them to choose actions that all of them can do. For example, "sing," "reach high," "kick legs," and "dance".
2. Next, ask children to divide themselves into groups of a similar size and line up behind the starting line.
3. Children will take turns safely tossing a small object (such as a rock) to one

of the four sections of the target. Before tossing, the child must call out the action in the target where they want the rock to land.

4. If their object lands in that section, the child moves to the back of the line and the next player takes a turn.
5. If the object lands on a different section, they must perform the action in that section. For example, if the child called out "sing" and the rock lands in the "dance" section, the child does a short dance.
6. Invite children to share their ideas for how the game can be played in the next round.

Throughout the game, make sure boys and girls are participating equally and that all children are able to perform the actions.

WATCH THE VIDEO:

<https://youtu.be/9BbfTYUlkw>

OTHER WAYS TO PLAY

- If the game is too difficult, children can toss more than one object at a time and then choose which action to perform.
- If the game is too easy, children can create a target with more sections or add more than one action per section.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop self-confidence.

REFLECT

How did it feel to do the actions in front of everyone?

CONNECT

What does confidence feel like and look like to you?

APPLY

What can you do to feel more confident about yourself?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are clearly identifying the sections they are aiming for before they toss the rock.
- Boys and girls are making an attempt to perform the actions in the game.
- Boys and girls are able to identify what makes them feel confident and discuss strategies to develop more confidence.

REFLECTIONS

GENDER GAMES



For more information on gender and gender equality, please see the *Gender Responsive Play* reference sheet on **page 22**.

GAME	HOLISTIC LIFE SKILL	KEY LEARNING	 AGE	 TIME	 # OF PLAYERS
What Do You Do?	Gender equality	This game teaches children about responsibilities of girls, boys, women, and men	6+	10+ min	3+
Kidalipo*	Respect for similarities and differences	This game teaches children how to understand the importance of every child's participation	6+	10+ min	5+
Catch the Dragon's Tail	Gender equality	This game teaches boys and girls to share roles equally	6+	15+ min	4+
Emotions on the Run*	Self-awareness	This game teaches children norms related to emotions	8+	30+ min	6+
Stigma Attack*	Empathy	This game teaches children how to address stigma	10+	20+ min	8+
Lion's Roar	Gender equality	This game teaches children to treat boys and girls equally	10+	10+ min	4+
Protect the Treasure	Empathy	This game teaches children how to support one another	10+	20+ min	6+
One of Us, All of Us	Accountability	This game teaches children to recognize our shared responsibility to provide equal opportunities for boys and girls	10+	20+ min	6+
Scrabble Dash*	Managing emotions	This game teaches children how to cope with negative emotions	10+	20+ min	6+
Girls Score*	Respect for similarities and differences	This game teaches children how to include and empower girls	10+	30+ min	6+

WHAT DO YOU DO?



KEY LEARNING

This game teaches children about responsibilities of girls, boys, women and men, by tossing the ball and acting out different chores from home.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What are some different chores that people do at your home?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
10+ mins



Materials
ball or similar small object

HOW TO PLAY



1. Invite boys and girls to form groups of 3 or more.
2. Encourage children to think of different, fun ways to pass the ball to the other players.
3. Explain that if a player drops the ball, they can act out a chore that they do at home for their group to guess.
4. Invite children to share their ideas for how to play in the next round.

REMEMBER:
Have fun!

Throughout the game, make sure both boys and girls are expressing their ideas about roles at home.

OTHER WAYS TO PLAY

- If the game is too difficult, children can move closer together.
- If the game is too easy, children can add more challenges like passing the ball faster or passing it 10 times without dropping it.



CLOSING REFLECTIONS

After the game, reflect with children on responsibilities at home.

REFLECT

What chores were identified in the game?

CONNECT

At home, how do you help others with chores?

APPLY

How can each person in your family, regardless of their gender, help with these chores?

Discuss why girls and women often do more work at home. It is important for boys and men to help, so that everyone can stay healthy and have time to play and learn.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are taking time to draw their pictures and to capture their ideas.
- Boys and girls feel comfortable sharing the information in their drawing with a partner.
- Boys and girls demonstrate understanding about boys' and girls' different needs and express ideas about how to support others to be safe, healthy and happy.

REFLECTIONS

KIDALIPO



KEY LEARNING

This game teaches children how to understand the importance of every child's participation, by playing a game of freeze tag where children free each other.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What activities do you participate in – at home, in school, in the community?
- What helps you to feel included in those activities?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
5+



Time
10+ mins



Materials
a wall, tree, or another still object

HOW TO PLAY



1. Ask for a volunteer to be the Chaser. Invite the remaining boys and girls to spread out in the play area.
2. The Chaser will chase the other children and gently try to tag them. Encourage children to try and escape the Chaser.

3. When a player is tagged, they will freeze while touching any still object in or near the play area, for example, a tree or the wall of the school. They can stretch out their arm and leave a space between their body and the object.
4. To be set free, another player passes between the player's body and the still object.
5. After some time, ask for a new volunteer to be the Chaser.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure that boys and girls have equal opportunity to be the Chaser and that everyone is playing safely.

WATCH THE VIDEO: https://youtu.be/a8e-9A0L_IQ

OTHER WAYS TO PLAY

- If the game is too difficult, children can expand the size of the play area or increase the number of still objects.
- If the game is too easy, more than one volunteer can be the Chaser at the same time.



CLOSING REFLECTIONS

After the game, reflect with children on the importance of each child's participation in the community.

REFLECT

During the game, why was it important to free the frozen players?

CONNECT

In what situations have you, or other children you know, been excluded from an activity? How did it feel?

APPLY

What can you do to support all children to participate in the activities in your family, school, and community?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are playing safely and standing still once tagged.
- Boys and girls are working together to free each other and keep all children included in the game.
- Boys and girls can identify a variety of ways to support children's participation in the community.

The original Kidalipo game was created by children in Right To Play programs in Tanzania. Their great game has been modified and used to support an understanding of including one another.

REFLECTIONS

CATCH THE DRAGON'S TAIL



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
4+



Time
15+ mins



Materials
hankerchief (optional)



KEY LEARNING

This game teaches boys and girls to share roles equally, by working together to keep the dragon's tail away from the knights.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are the different roles that you usually have at homes? At school?
- Which of these roles are equally shared by your family members? By your classmates?

HOW TO PLAY



1. Invite one to three children to volunteer to be knights, and the remaining children to form groups of three.
2. Explain and demonstrate how groups will become dragons. Children will stand in a line with their team and hold the waist or shoulders of the person in front of them, so they form the dragon's head, body, and tail. Invite each group to decide who will be the head, body, and tail. The tail will hold the handkerchief to represent the dragon's tail.

3. The group will work as a team to stay away from the knights. The knights will try to catch the dragons by touching the group's handkerchief.
4. If the dragon comes apart, or a knight touches a tail, the person at the head of the dragon becomes a new knight.
5. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls have equal opportunity to be knights, heads, and tails, and that everyone is comfortable moving while attached to one another.

WATCH THE VIDEO:
<https://youtu.be/J6iPH8JVoqU>

OTHER WAYS TO PLAY

- If the game is too difficult, children can play without any knights. Challenge the dragon's head to try to catch the tail of another dragon.
- If the game is too easy, children can increase the number of people in the dragon's body.



CLOSING REFLECTIONS

After the game, reflect with children on how boys and girls can share different roles equally.

REFLECT

Which roles did you enjoy more? Less?

CONNECT

When else in life do you take on the role of a leader? When else do you take on a different role? Explain.

APPLY

In your everyday life, how can you make sure boys and girls both share different roles?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls in the dragon are actively communicating and working well as a team.
- Boys and girls are sharing the roles of knights, heads, and tails equally.

REFLECTIONS

EMOTIONS ON THE RUN



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
8+



of Players
6+



Time
30+ mins



Materials
markers,
paper, and
something
to mark a
start line
(e.g. chalk)

KEY LEARNING



This game teaches children norms related to emotions, by acting out emotions for teammates to guess in a relay.

OPENING REFLECTIONS



Introduce the game to children by asking the following questions:

- How are you feeling today?
- What are some other emotions that people feel?

HOW TO PLAY

1. Invite boys and girls to create emotion cards that have an emotion (word) and a face. The game leader will collect the cards.
2. Ask boys and girls to divide themselves into teams of a similar size and line up behind the start line.
3. This is a relay. The first child from each team moves towards the game leader, who has placed an emotion card on the ground.
4. The player acts out the emotion on the card without words. When the team guesses the emotion correctly, the next player takes their turn.
5. When teams finish, invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/sQZOD-gXBHM>

OTHER WAYS TO PLAY

- If the game is too difficult, children can choose an emotion themselves to act out.
- If the game is too easy, children can create cards with more challenging emotions, like disappointed or grateful.



CLOSING REFLECTIONS

After the game, reflect with children on how they can understand and challenge gender norms in relation to emotions.

REFLECT

What was the easiest emotion to act out? The most difficult?

CONNECT

In everyday life, how do boys and girls show the same emotions differently?

APPLY

How can children and adults help both boys and girls to express their emotions in healthy ways?

Explain that it's okay for both boys and girls to express their emotions. For example, people might think it is not brave for boys to cry. In real life, boys and girls both have these emotions and it is important to be able to express them in healthy ways.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls understand the emotions on the card well enough to act them out.
- Boys and girls are able to act out the feelings without using words.
- Children can think of healthy ways for boys and girls to express emotions.

REFLECTIONS

STIGMA ATTACK



KEY LEARNING

This game teaches children how to address stigma, by racing against other teams to identify ideas to attack stigma.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is stigma? *(Explain that stigma is when we view someone in a negative way because of something they are going through, something they have done, or one of their characteristics).*
- If someone is being stigmatized, how might they feel? How might it affect their life?
- What could we do to support someone who is being stigmatized? *(An example would be to invite someone who feels left out to play).*



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
8+



Time
15+ mins



Materials
ball and obstacles
(e.g. cones)

HOW TO PLAY



1. Invite boys and girls to divide themselves into teams of a similar size, and ask each team to form a line.
2. Explain that they will dribble a ball around some obstacles. Invite each team to decide how to place the obstacles in front of them. Then explain that the last obstacle is called the 'Attack Stigma Post'.

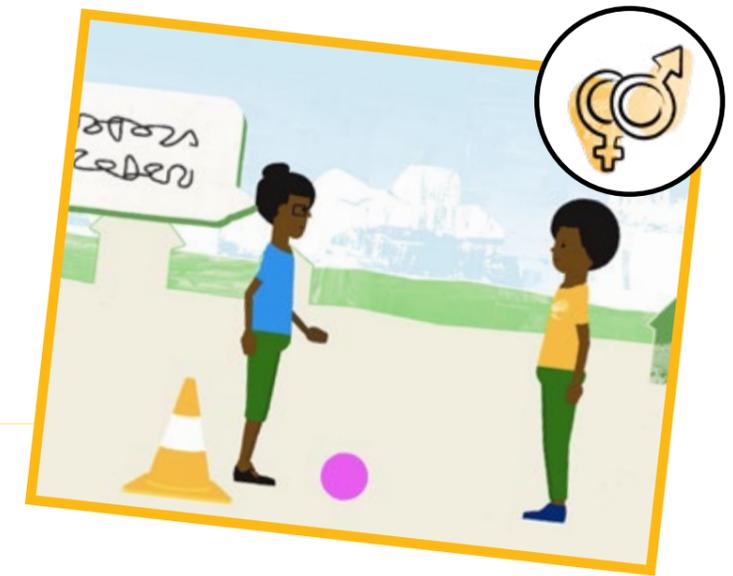
3. This is a relay race. The first player on each team will try to dribble the ball as quickly as possible around the obstacles to the Attack Stigma Post.
4. Once there, the player will tell the game leader their idea for how to address stigma. They will then pick up the ball and return to their team.
5. The race continues until all players have had a turn.
6. Invite children to share their ideas for how to play in the next round.

Throughout the game, make sure boys and girls are playing safely.

WATCH THE VIDEO:
<https://youtu.be/Xm68cvycy00>

OTHER WAYS TO PLAY

- If the game is too difficult, children can reduce the number of obstacles in the course.
- If the game is too easy, children can change and set their own ways of moving through the obstacle course.



CLOSING REFLECTIONS

After the game, reflect with children on different ways to address stigma.

REFLECT

What were some good ideas you heard about how to address stigma?

CONNECT

Do you see stigma in your home, school or community? What does it look like?

APPLY

What is one thing you can do right now to address stigma in your school or home? What can we do collectively to address stigma in our community?

In some communities, others may disagree with people who try to challenge stigma. If children suggest ideas that may put them at risk, help them to understand the risks and to think of appropriate solutions or alternatives.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls demonstrate an understanding of what stigma means and what it looks like in their home, school, and community.
- Boys and girls are able to identify ways that they can work to address stigma independently and/or collectively.

REFLECTIONS

LION'S ROAR



KEY LEARNING

This game teaches children to treat boys and girls equally, by playing a tag-like game where girls and boys follow different rules.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some ways that people are treated unfairly?
- What do you think the word "discrimination" means? (Answer: When people treat other groups of people differently or unfairly because of their religion, race, ethnicity, language, culture, gender, etc.)



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
4+



Time
10+ mins



Materials
pencils,
anything to
mark zones
(e.g. cones,
chalk)

HOW TO PLAY

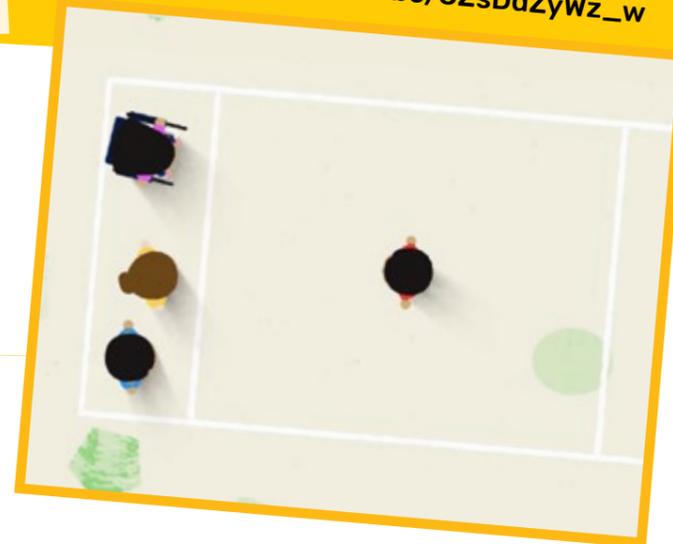


1. Mark a large play area. Mark safety zones at two opposite ends.
2. Invite the children to choose an animal they like.
3. Ask for 1 volunteer to play the role of that animal and go to the middle of the play area. The other children start in one of the safety zones.
4. The game begins when the volunteer makes the sound of the animal. For example, a lion's roar.

5. Players will then move across the play area and try to reach the other safety zone without being tagged by the volunteer.
6. When a player is tagged, they join the volunteer and try to tag other players as they move back and forth across the play area, each time calling out together the sound of that animal.
7. Then, play another round. This time, invite the girls to make a rule about how the boys can cross to the other side. For example, the boys must move like a lion, or hop on one foot. The girls can cross in any way they want.



WATCH THE VIDEO:
https://youtu.be/OZsDdZyWz_w



Throughout the game, make sure everyone is playing safely and remind children that the rules they invent should not be embarrassing or scary for anyone.

OTHER WAYS TO PLAY

- If the game is too difficult, children can create a smaller play area.
- If the game is too easy, children can come up with multiple rules for crossing.



CLOSING REFLECTIONS

After the game, reflect with children on why it's important to treat boys and girls equally.

REFLECT

How did you feel about boys and girls having different rules in the game?

CONNECT

In real life, do you think it's important to treat girls and boys equally? Why or why not?

APPLY

What are some things we can do to treat girls and boys equally at home or at school?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls can express their ideas about how boys and girls are treated differently.
- Boys and girls demonstrate an understanding that all children should be treated fairly and can share ideas on how to treat boys and girls equally.

REFLECTIONS

PROTECT THE TREASURE



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
20+
mins



Materials
Chalk
1-15 small
objects (e.g.
beanbags,
balls, etc.)



KEY LEARNING

This game teaches children how to support one another, by working as a team to defend or take from the Circle of Treasures.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What does it mean to 'support someone'?
- Who in your life do you support?

HOW TO PLAY



1. Draw a large circle on the ground. This will be the Circle of Treasures. Ask children to collect small objects -- the treasures -- and place them within the circle.
2. Draw a smaller circle on the other side of the play area. This is the Safety Hoop.
3. Invite boys and girls to arrange themselves into two equal-sized teams.
4. Team A will stand one metre away from the Circle of Treasures and try to protect them. Team B will try to take

the treasures and bring them back to the Safety Hoop without getting tagged by Team A.

5. If a player on Team B makes it into the Circle of Treasures, they are in a "safe zone" and cannot be tagged.
6. When a player on Team B is tagged, they must return to the Safety Hoop. Invite children to create a rule for how players can return to the game when tagged. For example, they must count out loud to 10.
7. If the player was tagged while holding a treasure, they must return it to Team A before going to the Safety Hoop.
8. After some play, switch the game so that both teams experience each role.
9. Encourage children to plan and try different strategies. Invite them to change and set their own rules for the game.

Throughout the game, make sure boys and girls are participating equally and everyone is playing safely.

OTHER WAYS TO PLAY

- If the game is too difficult, children can make the Safety Hoop bigger or bring it closer to the Circle of Treasures.
- If the game is too easy, children can play with three teams instead of two, and add a safety hoop for Team C on the opposite side of the Circle of Treasures. Team A will have to defend the treasure from all sides.

WATCH THE VIDEO:
<https://youtu.be/YkzhwhV3hlc>



CLOSING REFLECTIONS

After the game, reflect with children on how they can identify safe places at school.

REFLECT

How did you support each other in the game to protect the treasure?

CONNECT

In your everyday life, what are some ways that boys and girls support each other?

APPLY

How could you support someone who is having a problem with a friend?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are cooperating and collaborating while they play and everyone has a role.
- Boys and girls are using supportive language to encourage their team mates.

REFLECTIONS

ONE OF US, ALL OF US



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
20+ mins



Materials
balls and anything to mark the play area



KEY LEARNING

This game teaches children to recognize our shared responsibility to provide equal opportunities for boys and girls, by passing a ball that represents girls' education without letting the other team catch it.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- What is something that everyone in our community is responsible for?

HOW TO PLAY



1. Invite boys and girls to divide themselves into 2 teams and spread out across the play area. Hold out a ball and explain that it represents girls' education.
2. A volunteer on Team A starts with the ball. To earn 1 point, Team A must pass the ball between teammates 10 times in a row. Players cannot move with the ball or pass it back to the player who passed it to them.

3. Explain that by passing the ball, they are working together to protect girls' education. Team A can keep track of passes out loud. If the ball goes out of bounds, they must start again.
4. Team B tries to capture the ball before Team A completes 10 passes. If Team B gets the ball, the teams switch roles.
5. Explain that teams can earn extra points by providing an argument for why we all share the responsibility for supporting girls' education.
6. Encourage teams to try out different strategies throughout the game and to share their ideas for how to play the game in the next round.

Throughout the game, make sure all boys and girls have a chance to pass the ball and that everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/eXCTu60KdKM>

OTHER WAYS TO PLAY

- If the game is too difficult, children can lower the number of passes needed to earn a point.
- If the game is too easy, children can pick only one way of passing the ball, e.g. overhead.



CLOSING REFLECTIONS

After the game, reflect with children on how the community shares responsibility for providing equal opportunities for boys and girls.

REFLECT

How did it affect you when your teammates lost or gained the ball?

CONNECT

When girls get an education, how do you think the whole community wins?

APPLY

Who can you talk to if girls in your community are unable to go to school?
What can boys and girls do together to support girls to go to school?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are working as a team to achieve the goal.
- Each boy and girl is getting a turn to pass the ball.
- Boys and girls can think of ways to support girls' education together.

REFLECTIONS

SCRABBLE DASH



KEY LEARNING

This game teaches children how to cope with negative emotions, by working as a team to collect letters, while avoiding being tagged by another player.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- When playing with your peers, what are some behaviors that make you feel upset?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
6+



Time
20+ mins



Materials
paper/
cardboard
and markers

HOW TO PLAY



They then circle around the outside of the teams, before returning to their own team.

- Each player completing the circle around the teams can try to tag the child moving ahead of them. After a tag, the child can take the other player's letter.
- After each player takes one or two turns, challenge each team to make as many words as possible with the letters their team collected. Then invite them to share the words with everyone.
- Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/JFnYAL-iSQ0>

OTHER WAYS TO PLAY

- If the game is too difficult, children can organize their letters in alphabetical order, instead of spelling words.
- If the game is too easy, children can come up with a task to complete before they choose a letter. For example, completing five jumping jacks.



CLOSING REFLECTIONS

After the game, reflect with children on how they cope with their negative emotions.

REFLECT

What did you think or feel when you got a letter? When you lost a letter?

CONNECT

In your community, what are some things boys do when they are upset? What are some things girls do?

APPLY

When you are upset, what are some positive actions you can take to feel better that do not hurt others?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are moving safely and tagging each other gently.
- Boys and girls are demonstrating some control of their emotions when/if their letter is taken by another player (e.g. not pushing, shoving, or screaming).
- Boys and girls can think of positive actions to take when faced with negative emotions.

REFLECTIONS

GIRLS SCORE



KEY LEARNING

This game teaches children how to include and empower girls, by playing a game of kickball that encourages girls' participation.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Who is a girl or woman in your country or community that you admire? Why?
- What roles do girls or women play in your community (e.g. school, community, or government)?

HOW TO PLAY

1. Invite boys and girls set up the play area with three bases and one home base.
2. Invite children to divide themselves into two teams of a similar size that include both boys and girls. Ask children to choose a team name.
3. This game is played similarly to kickball or baseball. The teams will alternate between kicking and fielding.
4. One team will begin the game as the Kickers. They can line up outside the play area.
5. The other team will begin as the Fielders. Ask for a volunteer from the Fielders to be the Pitcher. Invite the rest of the team to spread out around the play area.
6. The Pitcher will gently roll the ball towards a Kicker as a pitch. Invite children to decide how many total pitches each Kicker can have in one turn (e.g. 3).
7. When they kick the ball, the Kicker tries to move around all the bases and return to home base before the Fielders pass the ball back to the Pitcher.
8. Once the pitcher gets the ball, the Kicker stops running and stays at the closest base. It is the next Kicker's turn.
9. Each time the ball is kicked, the Kickers move around the bases towards home base. When they reach home base, they score a point for their team.
10. After 1 or 2 rounds, invite children to set new rules that will include and empower girls to play. For example, only girl players move around the bases. If the kicker is a boy, then a girl teammate will run for him after he kicks the ball.



RIGHT TO PLAY
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Ages
10+



of Players
6+ (inc.
2+ girls)



Time
30+ mins



Materials
ball, 4 bases
(e.g. cones,
small mats)



Throughout the game, make sure boys and girls are encouraging and supporting each other and that everyone is playing safely.

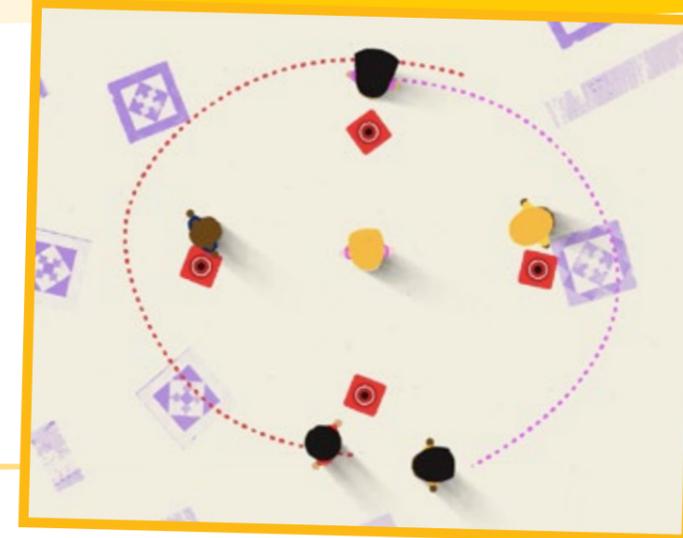
WATCH THE VIDEO:

<https://youtu.be/s8BKnsflWxo>



OTHER WAYS TO PLAY

- If the game is too difficult, children can make the play area bigger to give Kickers more time to run.
- If the game is too easy, children can limit how the Fielders can pass the ball around. For example, by only throwing overhead.



CLOSING REFLECTIONS

After the game, reflect with children on how they can include and empower girls.

REFLECT

How did you support the girl players on your team?

CONNECT

Why was it important to make a rule that specifically included girl players?

APPLY

In our daily lives, what is one thing each of us can do to support girls to be included?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are supporting each other, cheering each other on, and sharing play time.
- Boys and girls can creatively determine a new rule that will include and empower girls in the game.
- Boys and girls can identify meaningful ways to support girls to be included in other areas of their lives.

REFLECTIONS

CHILD PROTECTION GAMES



For more information on child protection, please see the *Keeping Children Safe* reference sheet on **page 12**. At times, you may also find it helpful to review the *Psychosocial Support* reference sheet on **page 19**.

GAME	HOLISTIC LIFE SKILL	KEY LEARNING	 AGE	 TIME	 # OF PLAYERS
Cars Freeze	Accountability	This game teaches children to stay safe when playing together	3-9	15+ min	3+
Limbo Pressure	Self-awareness	This game teaches children how to manage discomfort	6+	15+ min	3+
Respect Tag	Respect for others	This game teaches children how to talk to both adults and children respectfully	6+	15+ min	6+
Safety Circle	Collaboration	This game teaches children how to support and protect each other	6+	20+ min	6+
Hungry Spiders	Accountability	This game teaches children that both boys and girls can help prevent and reduce violence	6+	20+ min	6+
Safe Places	Self-protection	This game teaches children how to identify safe places at school	7+	20+ min	9+
Rabbits Race	Self-confidence	This game teaches children to understand their right to education	8+	20+ min	6+
House-Child Street	Self-protection	This game teaches children to help stay safe	8+	15+ min	6+
Pressure Ball*	Managing emotions	This game teaches children how to deal with pressure	8+	20+ min	8+
Blindfolded Paper Dolls*	Respect for similarities and differences	This game teaches children how to understand the rights and needs of children with disabilities	8+	30+ min	2+
Talking Ball	Communication	This game teaches children how to communicate about difficult issues	8+	20+ min	8+
Fight Flight Unite*	Managing negative interactions	This game teaches children how to respond to conflict	10+	10+ min	8+

CARS FREEZE



KEY LEARNING

This game teaches children to stay safe when playing together, by pretending to be vehicles and moving safely.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- When, in your life, do you feel the safest?
- Who helps you to feel safe?
Who do you help to feel safe?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
3-9



of Players
3+



Time
15+ mins



Materials
none

HOW TO PLAY



1. Invite boys and girls to create a play area that is large enough for everyone to safely move around in, without bumping into each other.
2. Ask for one child to volunteer to be the first leader.
3. Everyone else can choose a means of travel (e.g. bicycle, car). The children will move around while role-playing their chosen means of travel (e.g. riding a bike, driving a car).

4. Every time the leader calls "Freeze!", the other children stop and balance on one foot and count out loud (e.g. to 3 or 5). Invite children to choose what number they will count to.
5. If a child forgets to stop, they become the new leader.
6. Leaders can choose different "Freeze!" actions that all children are able to do.
7. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls have equal opportunity to be leader and that everyone is included and playing safely.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, the leader can just call out "Go" and "freeze" (without other freeze actions).
- If the game is too easy, children can choose and complete more than one freeze action. For example, jump and then balance on one foot.



CLOSING REFLECTIONS

After the game, reflect with children on how to stay safe when playing together.

REFLECT

How did you move around the play area safely?

CONNECT

When, in your everyday life, do you need to look out for other children to make sure they are safe?

APPLY

What can we do at home or in school to keep ourselves and each other safe?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are choosing freeze actions that all children can do, including children with disabilities.
- Boys and girls are trying to move around the play area safely.
- Boys and girls can identify actions to keep each other safe.

REFLECTIONS

LIMBO PRESSURE



KEY LEARNING

This game teaches children how to manage discomfort, by thinking of different strategies to go under a rope without touching it, until it is no longer easy to do so.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some things in your life that make you feel uncomfortable?
- How do you respond to things that make you uncomfortable? What do you do?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
3+



Time
15+ mins



Materials
rope or scarf

HOW TO PLAY



1. Ask for 2 volunteers to hold the rope high up, with enough space for another child to pass between them.
2. Invite the rest of the children to line up on 1 side of the 2 volunteers.
3. The rest of the children will try to go under the rope, without touching the rope.

4. The 2 volunteers will keep moving the rope lower and lower throughout the game.
5. Encourage children to be creative and try different strategies to go under the rope.
6. Continue playing until children are no longer comfortable going under.
7. Switch roles so that the players holding the rope have a turn to go under too.
8. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are playing safely and have equal opportunity to hold the rope and go under the rope.

REMEMBER: Have fun!

OTHER WAYS TO PLAY

- If the game is too difficult, children can work with a partner to help them balance when they go under.
- If the game is too easy, children can set additional rules, like not touching the ground with their hands.



CLOSING REFLECTIONS

After the game, reflect with children on how to manage discomfort.

REFLECT

What did you do when you felt uncomfortable going under the rope?

CONNECT

In your everyday life, how can you take care of yourself when someone or something makes you uncomfortable?

APPLY

Who can you talk to when you are uncomfortable?

Encourage children to talk to someone they trust who can help them when they are going through a difficult experience, for example, a parent, teacher, or elder. During the discussion, watch how children are feeling and follow up on concerns about children's safety, or if anyone seems uncomfortable or upset.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are trying different strategies for getting under the rope.
- Boys and girls are making choices about when to address the challenge and when to stop.
- Boys and girls are able to identify different ways to take care of themselves when uncomfortable.

REFLECTIONS

RESPECT TAG



KEY LEARNING

This game teaches children how to talk to both adults and children respectfully, by playing a game of tag.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Who is someone in your family or community that you respect?
- How do you show that person that you respect them?
- How can you show respect to someone when you speak to them?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
chalk
(or anything to mark circles on the ground)

HOW TO PLAY



1. Invite children to draw circles on the ground throughout the play area. These are the Respect Zones.
2. Ask for a volunteer to be the Chaser.
3. When children hear the Chaser say "Go," they will move around the play area. As they move around, the Chaser will try and gently tag them.

4. During the game, children try to keep moving to avoid the Chaser. They can go inside a Respect Zone to avoid being tagged. However, once inside the Respect Zone, they can remain there until the Chaser comes over and respectfully asks them to leave the circle.
5. As soon as the Chaser tags someone who is not in a Respect Zone, that child will become another Chaser.
6. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure that boys and girls have equal opportunity to be the Chaser and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/BIAUPvFw1XE>

OTHER WAYS TO PLAY

- If the game is too difficult, children can draw more circles on the ground.
- If the game is too easy, a tagged child can replace the Chaser instead of joining them.



CLOSING REFLECTIONS

After the game, reflect with children on how they can talk to each other respectfully.

REFLECT

In the game, what examples of respectful communication did you hear?

CONNECT

How does it make you feel when others speak to you respectfully?

APPLY

In your everyday life, how can children talk to each other respectfully? How can adults talk to children respectfully?

The way we talk to children can impact their emotional development. Remind adults that screaming at or threatening children verbally can cause harm, fear, or anxiety.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are safely tagging each other and moving in and out of the Respect Zones.
- Boys and girls are using respectful language and tone when speaking to their peers in the Respect Zones.
- Boys and girls can identify a variety of ways to talk to each other respectfully and are also able to identify how adults can speak to children respectfully.

The original game was created by children in Benin for the Play For Our Rights Resource. Their great game has been modified and used to support understanding how to communicate respectfully.

REFLECTIONS

SAFETY CIRCLE



KEY LEARNING

This game teaches children how to support and protect each other, by working together to keep a teammate safe from the Catcher.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- Who, in your life, do you support and protect?
- What do you do to support and protect them?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
15+ mins



Materials
none

HOW TO PLAY



1. Invite children to join hands and form a circle.
2. Ask for a volunteer to be the Catcher, who will stand outside the circle.
3. Ask another volunteer to be the first person the Catcher will chase. They will remain a part of the circle.

4. When children hear "Go!" the Catcher will try to tag the volunteer.
5. Encourage the rest of the children to work together to protect the volunteer. They can move in any direction they want, but they need to hold hands and move together throughout the game.
6. When the Catcher tags the volunteer, they both join the circle and two new children become the Catcher and the volunteer.

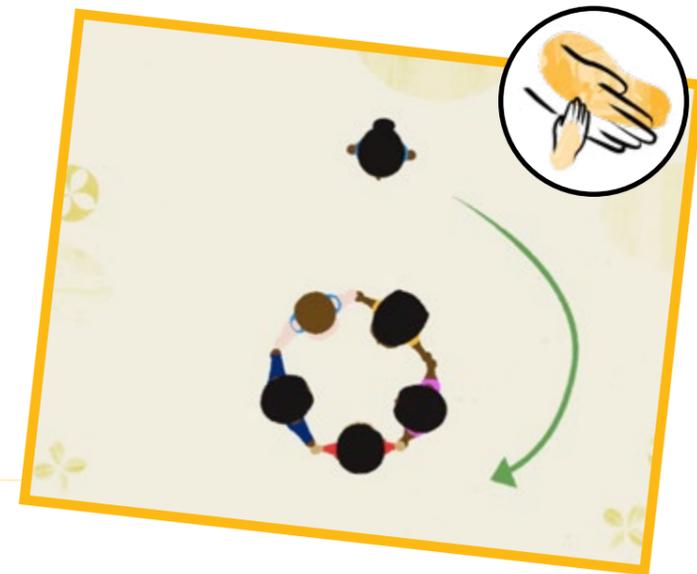
Throughout the game, make sure boys and girls are communicating clearly and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/oQFtbZQa51l>

OTHER WAYS TO PLAY

- If the game is too difficult, the Catcher can move around outside and inside the circle.
- If the game is too easy, another volunteer can be the Protector, who will not hold hands with the rest of the group, but can work to protect the volunteer.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop trust in others.

REFLECT

How did you work as a group to try to protect the volunteer?

CONNECT

What is easy or difficult about supporting and protecting yourself? Your friends and family?

APPLY

How can we work together to help keep one another safe?

After children share their ideas, follow up on any safety concerns. Tell children who they can talk to when they have new concerns about safety.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are working together to protect the volunteer from the Catcher.
- Boys and girls can identify some ideas about how to work together to keep one another safe.

REFLECTIONS

HUNGRY SPIDERS



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
6+



of Players
6+



Time
20+ mins



Materials
anything to mark Safety Zones (e.g. chalk)

KEY LEARNING

This game teaches children that both boys and girls can help prevent and reduce violence, by using Safety Zones to keep themselves and each other safe from getting caught by the Spiders.

OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some things that help you to feel safe in your home? At school? The community?
- Who are some people in your life you feel most safe around? Why?

HOW TO PLAY

1. Invite boys and girls to mark four Safety Zones in the corners of the play area. The middle of the play area represents a large, dangerous spider's web.
2. Ask for two volunteers to be the Spiders.
3. The children who are not the Spiders play the role of the Bugs. Invite the Bugs to spread themselves out amongst the four Safety Zones.
4. When the Bugs hear the Spiders call "Dinner Time!", they will move to a new Safety Zone. The Spiders will try to catch the Bugs by gently tagging them. When a Bug is tagged, they join the Spider team.
5. Once all the Bugs move to a new Safety Zone or are tagged, the Spiders return



to the center of the play area and call "Dinner time!" again. The game continues until all the Bugs are caught.

6. After the first round, have the Bugs play in pairs. If acceptable, invite boys and girls to form a Bug pairing. This will help bring out the Key Learning. If one Bug partner gets caught, both players become Spiders.
7. In each new round, invite children to choose new animals to be.

Throughout the game, make sure boys and girls have equal opportunity to be the Spiders and Bugs and that everyone is playing safely.

WATCH THE VIDEO:
<https://youtu.be/oUDfLqDqDms>



OTHER WAYS TO PLAY

- If the game is too difficult, children can make the Safety Zones bigger.
- If the game is too easy, children can come up with their own rules for how to travel around the play area. For example, skip or jump.



CLOSING REFLECTIONS

After the game, reflect with children on how they can prevent and reduce violence.

REFLECT
Was it helpful to play with a partner? Why or why not?

CONNECT
In everyday life, why is it important for boys and girls to help keep each other safe?

APPLY
What can you do to help other children feel safe at school/in your community? Who else can help to keep all boys and girls safe?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are moving safely during "Dinner Time!"
- Boys and girls are working together to protect their partners.
- Boys and girls can identify ways to help each other feel safe.
- Boys and girls can identify other people that can help to keep boys and girls safe.

REFLECTIONS

SAFE PLACES



KEY LEARNING

This game teaches children how to identify safe places at school, by running away from Risks and into Safety Zones in a tag-like game.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What places in school do you feel most safe from physical injury?
- What places in school do you feel less safety from physical injury?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
11+



of Players
9+



Time
20+ mins



Materials
none

HOW TO PLAY



1. Invite boys and girls to divide themselves into groups of a similar size.
2. Ask for one group to volunteer to be the Risks. The Risks represent things that make places less safe for children.
3. Invite two children in each of the remaining groups to form Safety Zones by joining their hands over their heads like an arch. The others will play the role of the Child.

4. Every time boys and girls hear "Go!" those playing the Child must move to find a new Safety Zone to stand under. Only one child can be under a Safety Zone at a time.
5. The Risks will try to catch the Children before they reach their new Safety Zones.
6. When a Risk tags a Child, they change roles. The Risk becomes the Child and the Child becomes the Risk.
7. Play the game again, this time inviting players to take different roles.
8. Invite children to share their ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls have equal opportunity to play each role and that everyone is moving safely.

WATCH THE VIDEO: <https://youtu.be/RhEX44eiDiY>

OTHER WAYS TO PLAY

- If the game is too difficult, children can create more Safety Zones than Risks.
- If the game is too easy, the Safety Zones can hold hands and move around while the Children are also moving.



CLOSING REFLECTIONS

After the game, reflect with children on how they can identify safe places at school.

REFLECT

How did you feel as the Child moving from one Safety Zone to another? How did it feel to reach a new Safety Zone?

CONNECT

Which areas in your school make you feel unsafe? Why do those areas feel unsafe?

APPLY

What do you think can be done to make you feel safer in school?

After children share their ideas, make sure their concerns and suggestions are shared with School Management and support opportunities for children to express their views safely. Be sure to report back to children on what actions are being taken. Tell children who they can talk to when they have new concerns about school safety.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are comfortable expressing their ideas about safe and unsafe places.
- Boys and girls can identify the feelings they had in the same in the various roles and connect them to their real life.
- Boys and girls are able to identify some ideas to make them feel safer in school.

REFLECTIONS

RABBITS RACE



KEY LEARNING

This game teaches children to understand their right to education, by bouncing a ball between cones to collect team members and bring them to “school.”



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What do you like about going to school?
- Why do you think some children don't go to school?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
8+



of Players
6+



Time
20+ mins



Materials
balls and cones

HOW TO PLAY



1. Invite boys and girls to divide themselves into groups of a similar size.
2. Ask children to draw a start line and end line, and place cones in front of each team.
3. Invite teams to send half of their members to wait behind the start line and the other half to line up behind the start line.
4. Explain that the area behind the start line represents school and that the

players at the end line cannot go to school.

5. The players at the start line will help them go to school by bouncing with a ball like a rabbit around the cones to reach them. At the end line, they will bring one player back with them.
6. Invite children to choose how to bounce the ball. For example, they can hold a ball between their legs, or they can move the ball up and down with their hands.
7. In the next round, invite the players to change roles.

Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/afZ3IOREndc>

OTHER WAYS TO PLAY

- If the game is too difficult, children can play without the ball.
- If the game is too easy, children can come up with different rules for how to move to the end line and bring their partners to the start line.



CLOSING REFLECTIONS

After the game, reflect with children on how they can understand the right to education.

REFLECT

How did it feel to help your teammates get to school?

CONNECT

Why is the right to education important?

APPLY

What would you tell your parents or others about the importance of both boys and girls going to school?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to coordinate their movements to move around the cones with the ball safely.
- Boys and girls are able to identify why it is important that all boys and girls attend school.

The original Rabbit's Race game was created by children in Right To Play programs in Jordan. Their great game has been modified and used to support an understanding of children's right to education.

REFLECTIONS

HOUSE-CHILD-STREET



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
8+



of Players
6+



Time
15+
mins



Materials
none



KEY LEARNING

This game teaches children to help stay safe, by connecting “Houses” and “Children” in a fast-paced activity.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- Why is it important to keep safe?

HOW TO PLAY

1. Invite girls and boys to number off from 1 to 3 and choose the role of House or Child (⅔ should be Houses and ⅓ should be Children). Invite one child to volunteer to be the Game Leader.
2. Ask the Houses to find a partner and form a house, e.g. by raising and joining their hands together. Each Child chooses a house to stand inside.
3. Explain and demonstrate that the game leader will call out different words
 - “Child!” means the Children will leave their House and quickly find a new House.
 - “House!” means the Houses will leave their Child and together, find a new Child.
 - “Street!” means the Children will leave the Houses and move around non-stop until another word is called.
4. Invite children to change roles and share their ideas for how to play the game in the next round.
5. Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.



Throughout the game, make sure boys and girls are participating equally and that everyone is playing safely.

WATCH THE VIDEO: <https://youtu.be/w07z6qcVvzY>

OTHER WAYS TO PLAY

- If the game is too difficult, children can play with more Houses than Children.
- If the game is too easy, children can add another rule. For example, when the Game Leader says “Rain,” two Houses form a circle around two Children.



CLOSING REFLECTIONS

After the game, reflect with children about staying safe.

REFLECT

How did you feel when there were no safe houses to go to in the game?

CONNECT

In real life, who or what makes you feel safe? How do you feel when you are safe?

APPLY

In your everyday life, who can you ask for help when you don't feel safe? (Example answers: An elder, a helpline)



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- In the game, boys and girls can find Houses to go to and Houses welcome Children.
- Boys and girls can think of people who they can ask for help when they don't feel safe.

REFLECTIONS

PRESSURE BALL



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
8+



of Players
8+



Time
20+ mins



Materials
balls,
anything
to mark the
play area
(e.g. chalk)



KEY LEARNING

This game teaches children how to deal with pressure, by trying to release teammates from a circle without getting tagged by a ball.



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What is "stress"?
- How does your body feel when you are under pressure or stressed?

HOW TO PLAY



1. Invite children to mark a large rectangle on the ground with a circle in each corner.
2. Ask boys and girls to divide themselves into 2 teams of a similar size. Team A takes the balls and spreads out around the outside of the rectangle. Team B spreads out inside the circles.
3. Ask for a volunteer from Team B to come to the middle of the rectangle and be the first Dodger.
4. Ask for 2 volunteers from Team A to be the Retrievers. They can go inside and outside the rectangle to pick up balls. The rest of Team A must stay outside the rectangle.

5. Explain and demonstrate that:

- The Dodger tries to release teammates from their circles by stepping into the circle with both feet and tagging that child. Children who are released can then release other teammates too.
 - Team A uses the balls to try and tag the Dodger and the children who have been released. If tagged below the waist, released children must return to their circles.
 - The Dodger can only release one child at a time, and needs to release someone from a different circle before returning to a circle a second time.
 - When the Dodger is tagged, the teams switch positions.
6. Invite teams to try out different strategies as they play. Children can also change and set their own rules for the game.



Throughout the game, make sure boys and girls are not targeting anyone and that everyone is playing safely.

WATCH THE VIDEO:

https://youtu.be/_uB45IG_abM

OTHER WAYS TO PLAY

- If the game is too difficult, children can make the rectangle smaller.
- If the game is too easy, children can add additional balls.



CLOSING REFLECTIONS

After the game, reflect with children on how to deal with pressure.

REFLECT

What does "pressure" mean? What type of pressure did you feel in this game?

CONNECT

What are times in your life when you feel under pressure or stressed?

APPLY

In everyday life, what are some healthy ways to deal with pressure?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are trying to free teammates from the circles.
- Boys and girls can handle pressure in the game positively.
- Boys and girls can think of healthy ways to deal with pressure.

REFLECTIONS

BLINDFOLDED PAPER DOLLS



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
8+



of Players
2+



Time
30+ mins



Materials
blindfold,
paper/
cardboard,
scissors
and tape



KEY LEARNING

This game teaches children how to understand the rights and needs of children with disabilities, by dressing a paper doll while blindfolded



OPENING REFLECTIONS

Introduce the game to children by asking the following questions:

- What are some disabilities that people have?
- What do you think it's like to have a disability?

HOW TO PLAY

1. Invite boys and girls to divide themselves into groups of equal size, and to work together to create paper dolls and clothing for the dolls.
2. Children can take turns being blindfolded (or closing their eyes) and trying to dress their doll.
3. Encourage the blindfolded child to ask for instructions from their teammates if they are having difficulty.
4. When the first player finishes, invite children to share their ideas for how to play the game in the next round.



Throughout the game, make sure boys and girls are comfortable having physical constraints and that everyone is playing safely.

WATCH THE VIDEO:

<https://youtu.be/cq9vhdaRpGU>

OTHER WAYS TO PLAY

- If the game is too difficult, one player can support the blindfolded child to dress the doll. Their role is to see when their partner is having difficulty and ask if they would like help. Each time, the partner can choose to try on their own or to get help.
- If the game is too easy, children can simulate other disabilities (e.g. a hearing impairment or using only one hand).



CLOSING REFLECTIONS

After the game, reflect with children on how they can understand the rights and needs of children with disabilities.

REFLECT

How did you deal with the challenges you faced in this game? What would have made it easier for you to overcome those challenges?

CONNECT

How do people with disabilities in your community face their everyday challenges?

APPLY

In everyday life, how can we include children with disabilities in our activities?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are able to handle challenges in the game positively.
- Boys and girls express positive attitudes towards people with disabilities.
- Boys and girls share ideas for including children with disabilities in their activities.

This game was adapted from Compasito - Manual on Human Rights Education for Children.

REFLECTIONS

TALKING BALL



KEY LEARNING

This game teaches children how to communicate about difficult issue, by not speaking while playing a pass and keep-away game between two teams.



OPENING REFLECTIONS

Introduce the game to children by asking the following question:

- When you have something difficult to talk about, who do you talk to?



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
8+



of Players
8+



Time
20+ mins



Materials
ball

HOW TO PLAY



- Invite boys and girls to divide themselves into two teams of a similar size, and to decide which team will start with the ball. Nobody is allowed to talk in this game!
- The team with the ball will try to pass it between their players, without dropping it.
- Children can move around the play area when they are not holding the ball, but when they have the ball they must remain frozen. Players also cannot pass the ball directly back to the person they received it from.

- The team without the ball will try and get possession of the ball as it is passed around. They should always stay one step away from any player with the ball.
- If a team drops or loses the ball, the other team takes possession.
- Encourage children to set a challenge before they play. For example, how many times to pass the ball without dropping it, or how far to spread apart from other players.
- Invite children to share ideas for how to play the game in the next round.

Throughout the game, make sure boys and girls are finding ways to communicate without talking and that everyone is playing safely.

WATCH THE VIDEO:
<https://youtu.be/Vc8I-kZ3T2U>

OTHER WAYS TO PLAY

- If the game is too difficult, children can count the passes out loud.
- If the game is too easy, children can limit the type of pass that can be made, for example only an underhand toss.



CLOSING REFLECTIONS

After the game, reflect with children on how they can develop trust in others.

REFLECT

How did it feel not being able to talk? How did your team communicate without talking?

CONNECT

In your everyday life, why is it important to communicate your concerns?

APPLY

What can you do if you want to talk with someone about a difficult issue?

Encourage children to talk to someone they trust who can help them when they are going through a difficult experience, for example, a parent, teacher, or elder. During the discussion, watch how children are feeling and follow up with anyone who seems uncomfortable or upset.



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are not talking to each other as they play the game.
- Boys and girls are able to identify the importance of talking to others about difficult issues.
- Boys and girls are able to identify what they can do and who they can talk to if they need to speak about a difficult issue.

REFLECTIONS

FIGHT, FLIGHT, UNITE



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Ages
10+



of Players
8+



Time
10+
mins



Materials
something to
mark lines on
the ground
(e.g. chalk,
cones)

KEY LEARNING



This game teaches children how to respond to conflict, by demonstrating how Flight, Fight, and Unite responses influence outcomes.

OPENING REFLECTIONS



Introduce the game to children by asking the following questions:

- What are different ways that people respond to conflict?

HOW TO PLAY



3. Next, ask children to divide themselves into two groups and stand at opposite ends of the play area. Mark three parallel lines on the ground: one in front of each group and another down the middle.
4. Together, invite teams to quietly decide which action to take. When they hear "Go!" teams will go to the middle of the play area and act out their response.
5. If their responses do not match, the teams will go back and decide on another action.
6. Invite children to share their ideas for how to play the game in the next round.

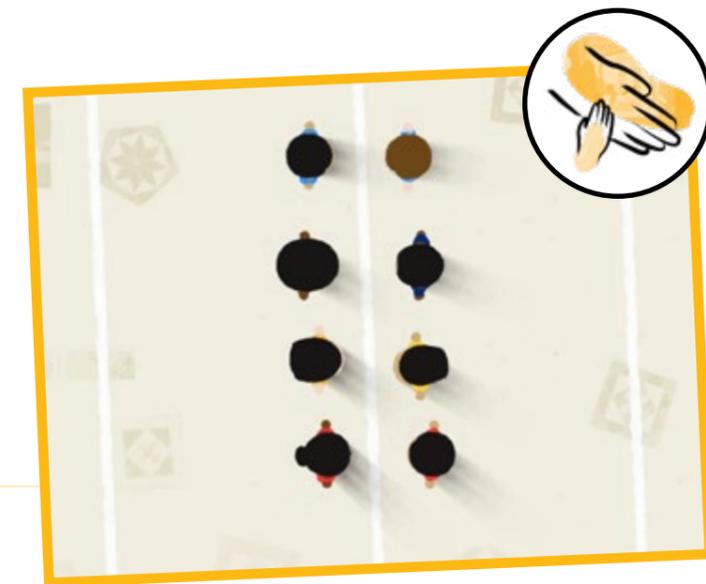
Throughout the game, make sure boys and girls are participating equally and playing safely.

WATCH THE VIDEO:

<https://youtu.be/iCmGwmTLkvg>

OTHER WAYS TO PLAY

- If the game is too difficult, you can guide the teams on which response to choose for each round.
- If the game is too easy, after each team presents their action, they can create and present a role play that demonstrates a real-life situation that could lead to the response.



CLOSING REFLECTIONS

After the game, reflect with children on how to respond to conflict.

REFLECT

What were the different responses to conflict in this game?

CONNECT

In your everyday life, what is an example of when someone might "fight"?

APPLY

The next time you have a conflict, how can these three responses help you?



SUCCESS INDICATORS

As children play, observe if they are demonstrating these suggested indicators and support them to achieve success.

- Boys and girls are forming different combinations of Flight, Fight, and Unite responses.
- Boys and girls understand how Flight, Fight, and Unite responses influence the outcomes of the game.

REFLECTIONS



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The **LEGO** Foundation 

For more information, contact gpd@righttoplay.com

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