



PLAY YOUR PART.

GAMES MANUAL



RIGHT TO PLAY

Canada  **!ndigo**

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PLAY, LEARN, LEAD

Right To Play is a global organization that protects, educates and empowers children to rise above adversity using play. By harnessing play, one of the most powerful and fundamental forces in a child's life, we help 1.9 million children each week to stay in school and out of work, to prevent life-threatening diseases like HIV and malaria and to stay safe from exploitation and abuse. We are the only global development organization focused exclusively on using play to transform the lives of children and youth impacted by poverty, war, disease and inequality. Established in 2000, Right To Play has headquarters in Toronto, Canada and has programs in 15 countries across Africa, Asia, the Middle East and North America.

HOW WE DO IT

We use play to unlock the power and possibility in every child we reach! We take familiar games – like tag or soccer – and adapt them to teach formal subjects like math, English and science, as well as critical life skills and values like confidence, gender equality and conflict resolution.

OUR WORK IN CANADA

Right To Play is proudly Canadian, headquartered in Toronto, Ontario, with a variety of programs to benefit children and youth across the country.

Promoting Life-skills in Aboriginal Youth (PLAY)

The Promoting Life-skills in Aboriginal Youth (PLAY) program works in partnership with more than 85 First Nations, Métis and Inuit communities and urban Indigenous organizations in Alberta, British Columbia, Manitoba and Ontario. Designed in collaboration with communities, the PLAY program engages more than 6,000 youth in weekly play activities to improve their overall health and well-being, foster positive relationships, and support education outcomes and employment goals.

Youth To Youth (Y2Y)

Youth To Youth (Y2Y) is a Toronto-based peer-to-peer leadership program that trains and empowers Youth Leaders living in high-needs neighbourhoods to run play-based programming. Active in more than 50 schools and community centres citywide, Y2Y reaches more than 2,500 children weekly, improving educational, health and employment outcomes, by creating safe, inclusive learning environments.

Play Your Part

Through Play Your Part's interactive Assembly, empowering Workshop and action-focused Challenge, students learn how to lead in their own schools and communities, and to understand the positive impact their actions can have in others' lives around the world.

Play Your Part is made possible thanks to the financial support of the Government of Canada through Global Affairs Canada. It is designed to teach students about the Gender Responsive Education and Transformation (GREAT) program and the value of play-based learning in delivering quality education globally.

Launched in partnership with the Government of Canada, and currently active in three countries, GREAT focus on transforming education systems in partnership with children, parents, teachers and local administrators over five years. The goal is to break down barriers for girls pursuing their education and to improve the quality of education for girls and boys.



HOW TO LEAD RIGHT TO PLAY GAMES

Welcome to the Play Your Part Games Manual! This manual is filled with 13 unique games, each one specially designed to teach an important lesson or skill. All of the games are used to educate and empower children and youth in Right To Play programs around the world. To understand how Right To Play uses play and sport to improve children's lives, it is important to first understand how our games and activities work.

HOW DO OUR GAMES TURN INTO LESSONS?

What makes our games and activities different is a process we call Reflect-Connect-Apply (RCA).

For players to learn from games, they must understand the lesson within them and be able to relate it to their own life experience. At the end of every game, players go through a three-step discussion:

1. Players reflect on their experience in the game.
2. Players compare and connect their experience in the game to a similar experience in their own lives.
3. Players explore how they can apply what they've learned from the game to an area of their daily lives.

In the communities where Right To Play works, we train local volunteer teachers, parents and community leaders as Right To Play coaches. They are the ones who run our programs each week, leading games and activities, and guiding the RCA discussions. Right To Play coaches become important role models and mentors to the children in our programs. With support, encouragement and instruction from a coach, many children are empowered as Junior Leaders, who have developed the knowledge and leadership skills to run activities for their peers.

In this manual, every Right To Play activity is explained on a game sheet that includes important information, such as key learnings, instructions for how to play, and examples of RCA questions for group discussion.

Here is the breakdown of a game sheet:

- **Name of the Game**
- **Opening Questions:** Questions to help players to start thinking about the key learning
- **Ages:** The recommended ages of players
- **Key Learning:** What we want players to learn in this game
- **Goal of the Game:** What players are trying to achieve in the game
- **What You Need:** Objects, space, and number of players needed
- **Setup:** How to arrange the space and players before the game starts
- **How to Play:** Instructions for playing
- **Watch For:** Notes to make sure players are playing safely and meeting the key learning
- **Discussion:**
 - **Reflect:** Ask questions that encourage players to discuss what they experienced playing the game, such as: What were some of the successes and challenges?
 - **Connect:** Ask questions that encourage players to think about experiences in their own lives that relate to the key learning.
 - **Apply:** Ask questions that encourage players to think of real-life situations where they can apply the lesson, and to discuss how they will use it in their own lives.
- **Other Ways to Play:** Ways to adapt the game to change the skill level, or to make sure everyone can play and learn, no matter their ability.



$$4 + 3 = 7$$



LITERACY AND NUMERACY



$$6 - 3 = 3$$



CATEGORIES



AGES

8+

KEY LEARNING

To grow our vocabulary by talking about different topics.

GOAL OF THE GAME

To work in small teams to think of and write down as many words as possible in a certain category.

WHAT YOU NEED

- Paper or notebooks
- Pens/pencils
- Timer or clock/watch
- Ball
- 8 or more players

OPENING QUESTIONS

- If I give you a category of "Things We Eat," how many words can you think of that belong?

SETUP

- Form teams of three. Make sure each team has paper and a pen or pencil.

HOW TO PLAY

Step 1

Explain to the teams that they are going to play a word game.

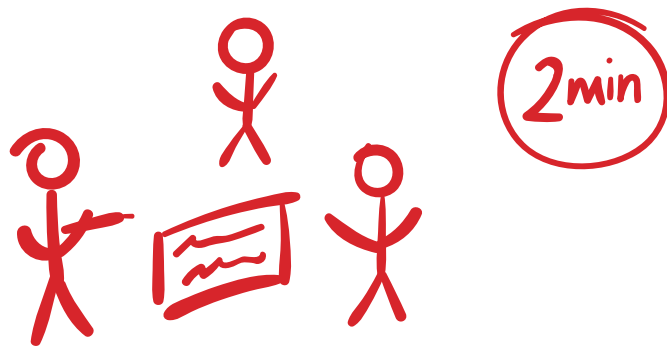
Step 2

Share how to play:

- You will give teams a category such as "Things in the Classroom." Their job is to work as a team to write down as many words as possible that belong in the category.
- They will have a time limit of two minutes.
- After two minutes, you will say, "Stop!" and all teams must stop writing.
- One person from each team will read the words that their team wrote down. If any other team has the same word, everyone must cross it off their lists.

Step 3

Give every team the chance to share their words. (They should only share the ones that are not crossed out.) Explain that at the end, teams get one point for each word that is not crossed out.



CATEGORIES



AGES



8+

KEY LEARNING



To grow our vocabulary by talking about different topics.

GOAL OF THE GAME



To work in small teams to think of and write down as many words as possible in a certain category.

WHAT YOU NEED



- Paper or notebooks
- Pens/pencils
- Timer or clock/watch
- Ball
- 8 or more players

Step 4

Keep playing with different categories and lead a Reflect-Connect-Apply discussion after each round. Some examples of categories are: Fruits and vegetables, furry animals, things related to hot weather, things related to cold weather, things related to sports, etc.

Step 5

Invite players to stand in a circle.

Step 6

Share how to play the next part of the game:

- You will stand in the middle of the circle and call out a category (e.g. sports teams in your community, clubs in your school, etc.).
- Then you will bounce the ball and call the name of one player who must go into the middle of the circle and catch the ball.
- When they catch the ball, they have to give an example of something from that category.

WATCH FOR

- Do players understand why the words belong in the category?
- Are players thinking of new words?
- Are they reading the words out loud and pronouncing them correctly?

DISCUSSION

Reflect

- How many words did you think of?

Connect

- What words have you heard before?
- What words are new to you?

Apply

- Could you use the new words in a sentence?



I LIKE MATH



AGES

8+

KEY LEARNING

To mentally add numbers.

GOAL OF THE GAME

A game where we work with partners to add numbers using mental math.

WHAT YOU NEED

- 4 or more players

OPENING QUESTIONS

- Why is math important?
- What is mental math? What do we mean when we talk about mental math?
- How do you do it?

HOW TO PLAY

Step 1

Divide into pairs and kneel facing one another.

Step 2

Each person will leave one hand behind their back and move their other hand forward in a fist.

- At the same time, you and your partner will shake your fists three times singing, "I like math."
- On the third shake of your hands, at the same time that you say "math," each partner will extend their fingers. They can extend between 0 - 5 fingers.
- You will look at the two sets of fingers and add them together using mental math. For example, if one person has extended five fingers and the other person has extended three fingers, then you will have to solve the math equation $5 + 3$. The answer will be 8.
- Whoever adds the number correctly out loud first stands up. The person who does not remains kneeling.
- Once you finish, you move around in the playing area to find someone who is also kneeling or standing to play against, again.
- If you add the second number correctly first, you continue to stand. If you do not, you must kneel again.

Step 3

Now you and your partner can use two hands.

- Make fists with both hands and shake them three times while chanting, "I like math."
- On the third shake of your fists, extend 0-10 fingers from both hands.

Step 4

Once everyone is comfortable with this version of the game, you can challenge everyone to work with higher numbers (e.g. one finger represents units of five or ten).

- You can also use multiplication instead of addition.

WATCH FOR

- Are the players quickly recognizing the number associated with the fingers?
- Did players understand how to add the numbers together? Are they helping each other and sharing ideas for how to add the numbers together?
- What else do you see players doing, if anything, as they add the numbers together? Are they using mental math or a combination of strategies?

I LIKE MATH



AGES



8+

KEY LEARNING



To mentally add numbers.

GOAL OF THE GAME



A game where we work with partners to add numbers using mental math.

WHAT YOU NEED



- 4 or more players

DISCUSSION

Reflect

- How did you do in adding numbers together mentally?
- Was it easier to add or multiply the numbers together?
- Were some numbers easier/more difficult for you to add together than others? Which ones? Why do you think that is?

Connect

- What did you do to add the numbers together in your mind? How did you do that? What strategy did you use?
- Have you ever had to add numbers together in your mind, outside of school? Where? For what reasons?

Apply

- What different strategies could you try to add numbers together?
- How could mental math help you outside of school?



EVENS AND ODDS

AGES

6+

KEY LEARNING

To mentally add or subtract one- and two-digit numbers.

GOAL OF THE GAME

To solve math problems and decide if the answer is an even or an odd number.

WHAT YOU NEED

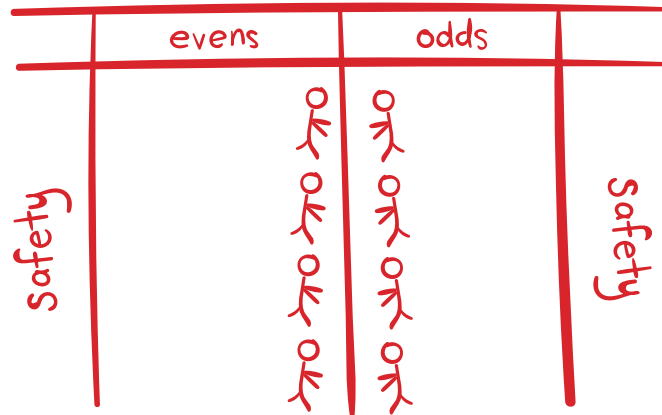
- Pieces of paper to clearly write math problems on.
- Problems that match the players' grade level. Ask a teacher if you are not sure.
- Markers
- 10 or more players

OPENING QUESTIONS

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

SETUP

- Divide the play area into four sections with two safety zones and two play areas (see the picture below). Make sure there is enough open space to play the game safely.
- Divide the players into two equal-sized teams. Name one team "Evens" and the other team "Odds."
- Ask the teams to line up along the centre line and face each other. Ask players to spread out so that they are two arms' lengths away from their teammates and the other team's players.



HOW TO PLAY

Step 1

Share how to play:

- Show the group a math problem (using a large piece of paper).
- Read out the math problem for everyone to hear.
- If the answer is an odd number, the "Odds" will chase the "Evens" to the Evens' safety zone.
- If a player is tagged before they reach the safety zone, they have to switch teams.
- After players are tagged, ask them to share what the answer was to the math problem.

Step 2

Ask the math problems from easiest to hardest. For example, start with one-digit numbers and then move on to two-digit numbers.

Step 3

The game continues until only one player is left on one of the teams.

EVENS AND ODDS

AGES

6+

KEY LEARNING

To mentally add or subtract one- and two-digit numbers.

GOAL OF THE GAME

To solve math problems and decide if the answer is an even or an odd number.

WHAT YOU NEED

- Pieces of paper to clearly write math problems on.
- Problems that match the players' grade level. Ask a teacher if you are not sure.
- Markers
- 10 or more players

WATCH FOR

- Are the players able to answer the questions quickly?
- Do they know which numbers are even numbers and which ones are odd numbers?
- Are players able to add and subtract in their heads?

DISCUSSION

Reflect

- How did you find the game?
- Which questions did you find the hardest? Why?
- What tricks did you use to help you solve the questions in your head?

Connect

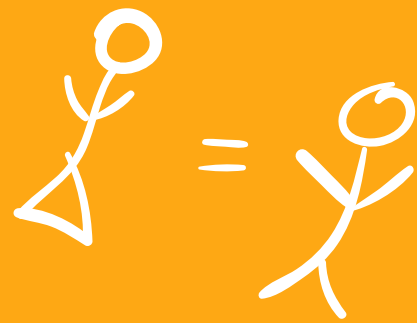
- What are some other things you have learned to help you add and subtract numbers quickly in your head?

Apply

- How can you become faster at solving math problems quickly in your head?
- When can you practice?
- How can we play this game with no equipment?

OTHER WAYS TO PLAY

- Increase the length of each play area.
- Ask players to sit down each time you call out a math problem. They will have to stand up before they can run.
- Players can work in pairs and ask each other math problems to practice doing the questions in their heads. After they solve the problem, they can tell their partner if the answer is an even number or an odd number.
- Ask players to multiply one-digit numbers together.



INCLUSION AND SUPPORT





TEAM TRUST

AGES

10+

KEY LEARNING

To develop the ability to trust others. To build a trusting environment.

GOAL OF THE GAME

To safely guide a partner through a complicated course.

WHAT YOU NEED

- 25 random objects (chairs, rocks, paper, sticks, etc.)
- 6 or more players

OPENING QUESTIONS

- What are some situations in your life when you have had to be a “guide” for someone?
- How did it feel to be a guide in those situations?

SETUP

- Mark a rectangular play area. Be sure to mark a clear start line on one side of the rectangle.
- Scatter the random objects throughout the play area to create a challenging, but safe, obstacle course.

HOW TO PLAY

Step 1

Divide the players into partners.

Step 2

Ask everyone to think of a person they trust in their life.

Step 3

Explain that this is an activity in which one person will need to trust their partner to guide them. The other person will need to be very trustworthy and work hard to guide their partner safely.

Step 4

Ask for a volunteer from each pair who feels comfortable closing their eyes to play the role of Truster. The other partner will play the role of Guide.

- Ask the players to volunteer to be the Truster. This is a risk that not everyone will feel comfortable with at first. Explain that the challenge is their choice and they are a valuable member of the team whether they are a Truster or a Guide.

Step 5

Each pair will stand behind the start line.

- The Truster in each pair will close their eyes and prepare to cross the obstacle course.
- When you say, “Go!” each pair will move through the obstacle course to the opposite side of the rectangle and back.
- The Guide must help the Truster reach the other side. The Guide can walk beside the Truster but may not touch the Truster in any way.
- If the Truster touches an object in the obstacle course, they must return to the start line and begin again.

Step 6

Explain that this is not a race, but a challenge to see if each pair can work together to make it safely through the obstacle course.

Step 7

Repeat the obstacle course, allowing the partners to switch roles.

- Challenge the players to complete the course backwards.

TEAM TRUST

AGES

10+

KEY LEARNING

To develop the ability to trust others. To build a trusting environment.

GOAL OF THE GAME

To safely guide a partner through a complicated course.

WHAT YOU NEED

- 25 random objects (chairs, rocks, paper, sticks, etc.)
- 6 or more players

WATCH FOR

- Are the players communicating effectively and developing a sense of trust?
- Are the Guides coaching the Trusters in a safe and respectful manner?

DISCUSSION

Reflect

- When you were a Truster, how did it feel to have your eyes closed? How did it feel to have to trust your Guide?
- When you were a Guide, how did it feel to be responsible for the safety of the Trusters?
- What did you do as Guides to make your Trusters feel safe?

Connect

- What are some situations when you have had to be a Truster in life?
- How have you determined who is a safe person to trust?
- When have you had to be trusted by others in your life?

Apply

- What can you do to make sure that other people trust you to not violate their rights? What are some ways you can respect the rights of others in this group?
- Who can you talk to (someone you trust) if you have questions about children's rights? If you have questions about rights violations? How can you ensure that you can trust that person?

THE ZIPPER

AGES

6+

KEY LEARNING

To help everyone feel safe by trusting others and being someone others can trust.

GOAL OF THE GAME

To trust one another as the Runner travels through the Zipper.

WHAT YOU NEED

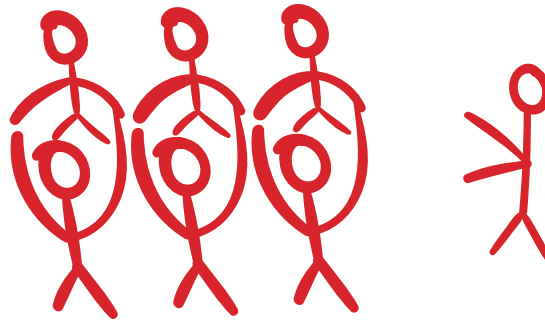
- No equipment needed
- 6 or more players

OPENING QUESTIONS

- Who do you trust?
- Do you think you are someone whom others can trust? Why?
- What can we do to help others trust us?

SETUP

- Explain that this game is about trust – trusting others and trusting in ourselves.
- Divide players into two equal groups.
- Ask each group to stand in a line and face the other group.



HOW TO PLAY

Step 1

Share how to play:

- The players will create a Zipper by holding their arms out to create a tunnel.
- One player will volunteer to be the Runner.
- The Runner will stand about three metres away from one end of the Zipper and ask the other players: "Can I trust you?"
- When the players in the Zipper are focused and ready, they will answer: "Yes!"
- The Runner will then ask: "Can I run?"
- When the players in the Zipper are focused and ready, they will answer: "Yes!"
- The Runner will move through the middle of the Zipper in any way they like (e.g., walk, run, skip).
- As the Runner moves through the Zipper, the other players will lift their arms to let the Runner pass through.
- When the Runner reaches the other side, they will ask the questions once more and move back through the Zipper.
- After the Runner moves through the Zipper twice, they can join the Zipper and another player can volunteer to be the next Runner.
- It is very important that each Runner remembers to ask the trust questions to the rest of the group.
- If a player does not feel ready to be trusted, they should step back and watch the game. When they feel ready to be trusted, they can join the game again.

Step 2

Play the game and give different players the chance to be the Runner.

THE ZIPPER

AGES

6+

KEY LEARNING

To help everyone feel safe by trusting others and being someone others can trust.

GOAL OF THE GAME

To trust one another as the Runner travels through the Zipper.

WHAT YOU NEED

- No equipment needed
- 6 or more players

WATCH FOR

- Some children may not feel comfortable being the Runner. Explain that this activity allows children to choose their own challenge. They are a valuable member of the team as a part of the Zipper or as the Runner.

DISCUSSION

Reflect

- If you were a Runner, what made you feel safe when you were moving through the Zipper?
- What made you feel unsafe?
- If you were part of the Zipper, what did you do to make the Runner feel safe?

Connect

- What are some other games or activities where it is especially important for players to trust each other?
- In school, do you have any rules that help children trust one another? What are they?

Apply

- What can you do to show your peers that you are supportive and trustworthy?
- What can you do to help your peers trust each other?

SEATED VOLLEYBALL

AGES

10+

KEY LEARNING

To include one another.

GOAL OF THE GAME

To keep the ball in the air using only hands and arms.

WHAT YOU NEED

- Light-weight ball (A larger ball will make this game easier)
- Use lines on the gym floor or pylons to mark the play area.

OPENING QUESTIONS

- Who are some groups of children who cannot participate in school activities?

SETUP

- Divide players into teams of 5–8.

HOW TO PLAY

Step 1

Explain that two teams will share a court and challenge one another. Mark a court for each pair of teams by making a large rectangle with a centre line.

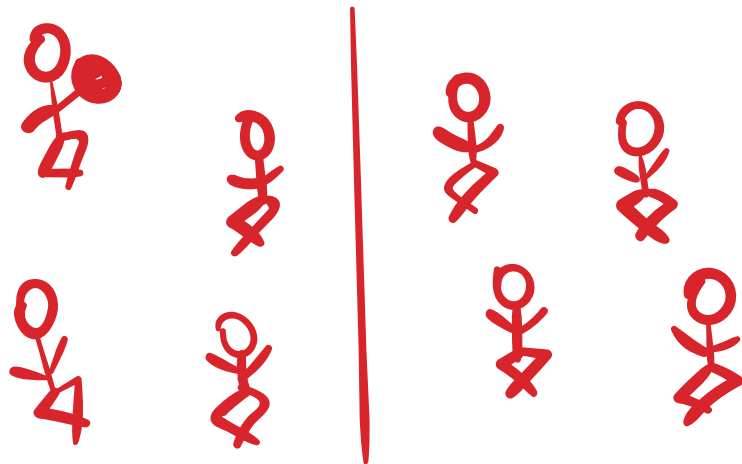
Step 2

Ask each team to spread out on their half of the court. Ask players to sit down.

Step 3

Share how to play:

- The goal is to keep the ball in the air using only hands and arms while sitting on the ground.
- The same player cannot hit the ball two times in a row.
- Explain that players cannot grab the ball or hold on to it.
- A team cannot pass the ball more than two times before sending it over the line to the other team.
- A team gets a point when the ball lands on the ground in the other team's court, or if the other team hits the ball out of the play area.



SEATED VOLLEYBALL

AGES

10+

KEY LEARNING

To include one another.

GOAL OF THE GAME

To keep the ball in the air using only hands and arms.

WHAT YOU NEED

- Light-weight ball (A larger ball will make this game easier)
- Use lines on the gym floor or pylons to mark the play area.

WATCH FOR

- Is everyone getting a chance to hit the ball?

DISCUSSION

Reflect

- What was difficult in this game?
- How did it feel to not be allowed to use your legs?
- How did you feel knowing that your teammates had the same challenges?

Connect

- Have you ever been unable to play a sport because you were injured or hurt? What was that like? How did people treat you?

Apply

- If your friend has different abilities or an injury, how can you change your favourite games and sports so that they can play?
- How can you treat others who have different abilities than you?
- What other injuries or disabilities might people have? How can you change a game so that they can play?
- What are ways we can modify other games to include others with different abilities?

OTHER WAYS TO PLAY

- Make a rule that the ball must be passed to three players on the same team before they hit it over the line.
- Ask both sides to work together to see how many times they can hit the ball back and forth over the line.
- Make a rule that everyone on the team must touch the ball before it goes over the line.
- Count how many times you can pass the ball over the line.

BARKING DOG

AGES

6+

KEY LEARNING

To understand that it is important to treat girls and boys fairly.

GOAL OF THE GAME

To "tag" players until everyone has joined the Barking Dog in the play Area.

WHAT YOU NEED

- Chalk or something else to draw lines on the ground

OPENING QUESTIONS

- What are some ways that people treat others unfairly?
- What are some ways that people treat girls unfairly?
- Ages 9+: What do you think the word "discrimination" means?

SETUP

- Make sure the area is clean and there is nothing players can trip on or bump into.
- Divide the playing area into three zones: the play area and two smaller safety zones.
- Ask players to line up across each safety zone, and for a volunteer to be the Barking Dog.

HOW TO PLAY

Step 1

Share how to play:

- The Barking Dog will stand in the middle of the play area.
- When the Barking Dog calls out "Barking Dog!" players will try to move across the play area to the other safety zone without getting tagged.
- The Barking Dog will try to tag players as they move.
- Once players have crossed into the safety zone, they cannot be tagged.
- If a player is tagged, they must join the Barking Dog in the play area. They will call out "Barking Dog!" together and help tag other players.

Step 2

Play until all players have joined the Barking Dog team.

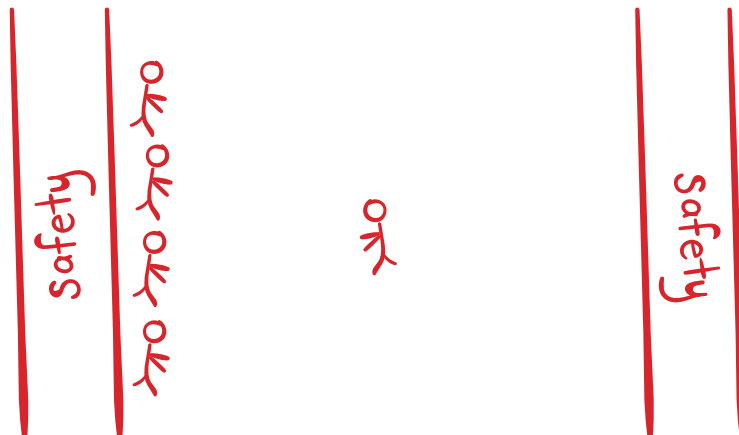
Step 3

Ask the last person tagged to be the Barking Dog for the next game.

Step 4

Explain that the game will include this new rule:

- To reach the other safety zone, players who identify as a boy can only hop on one foot in the play area. Everyone else can move freely in the play area like they did the first time.
- Play a second round where players who identify as girls can only hop on one foot in the play area. Everyone else can move freely like they did the first time.



BARKING DOG

AGES

6+

KEY LEARNING

To understand that it is important to treat girls and boys fairly.

GOAL OF THE GAME

To "tag" players until everyone has joined the Barking Dog in the play area.

WHAT YOU NEED

- Chalk or something else to draw lines on the ground

WATCH FOR

- Are the boys hopping on one foot?
- Are the girls hopping on one foot?

DISCUSSION

Reflect

- How did you feel playing the game as a girl? As a boy?
- Do you think the game was more difficult for boys or girls? Why?
- How did it feel to be chosen to play the game the more difficult way because of your gender?

Connect

- Are there other times in your life when you felt that you needed to follow different rules than others? How did you feel?
- How are girls and boys treated differently in school? In the community? At home?
- Ages 9+: Why do you think girls and boys are treated differently?
- What is a right?
- Explain: All people are important and have rights. Sometimes people are treated differently because others think they are less important. When this happens, it is not fair to treat people differently.

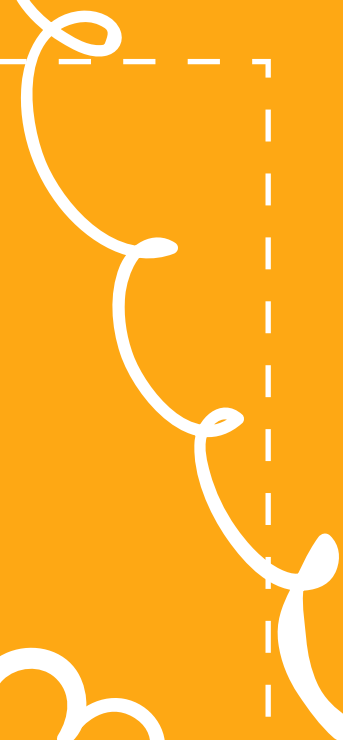
Apply

- How can we include girls and boys in all activities? In sport and play activities? In school? At home?

OTHER WAYS TO PLAY

- When girls are tagged, they will join the Barking Dog in trying to tag other players. When boys are tagged, they must sit out until a new game begins.
- Change the rules for boys in different ways. For example, instead of hopping, boys hold their ankles while moving across the play area.
- If your group is all girls or all boys, think of another reason for children to hop on one foot (e.g., everyone whose birthday is in the second half of the year, etc.). Change "Reflect" questions to talk about what happened in your group and then explain that sometimes girls and boys also need to follow different rules just because they are a girl or boy.

HEALTH





WASH BEFORE YOU EAT

AGES

6+

KEY LEARNING

To learn ways to protect ourselves from germs.

GOAL OF THE GAME

To work as a team to pass and catch the ball without dropping it. Before catching the ball, players need to pretend to wash their hands.

WHAT YOU NEED

- Big, soft ball
- 6 or more players

OPENING QUESTIONS

- Why is it important to wash your hands?
- When are the most important times to wash your hands?

SETUP

- Divide participants into teams of 6–10.
- Ask each team to form a circle.
- Give each team a ball.

HOW TO PLAY

Step 1

Ask players to practice passing the ball around the circle for one minute without dropping it.

Step 2

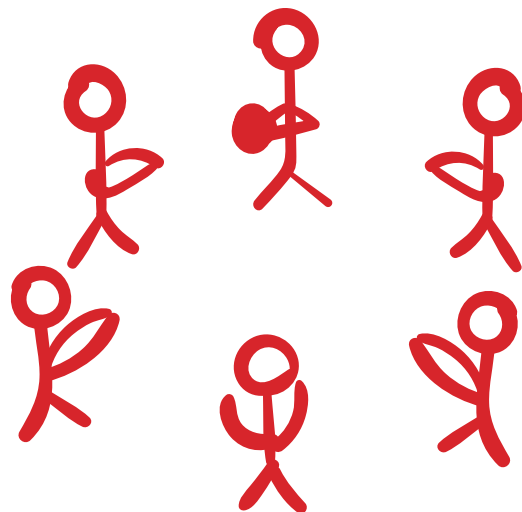
Explain that:

- Germs can spread from your hands to your mouth.
- One way to protect yourself from germs is to always wash your hands before eating or preparing food.
- In our game, the ball represents food.

Step 3

Share how to play:

- Players will pass the ball around the circle again, except this time they must protect themselves from germs by pretending to wash their hands before catching the ball.
- If the ball drops, the team must start again.
- If a player forgets to wash their hands before catching the ball, the team must start again.
- The team should try to play for as long as they can without having to start again.



WASH BEFORE YOU EAT

AGES

6+

KEY LEARNING

To learn ways to protect ourselves from germs.

GOAL OF THE GAME

To work as a team to pass and catch the ball without dropping it. Before catching the ball, players need to pretend to wash their hands.

WHAT YOU NEED

- Big, soft ball
- 6 or more players

WATCH FOR

- Are the players washing their hands before catching the ball?
- Are the players supporting each other to reach the goal of the game?

DISCUSSION

Reflect

- What does this game tell us about germs?
- How did you protect yourselves from getting and passing germs?

Connect

- What are some things you touch that might have germs? (Some answers could be: Toys, dirt, pets, phones.)

Apply

- Other than washing your hands before eating, what else can you do to protect yourself from germs?
- What else can you do to make sure you do not spread germs to others?

OTHER WAYS TO PLAY

- Challenge the players to pass the ball without dropping it for two minutes.
- Ask the players to spread further apart.
- Challenge the players to pass the ball to the person across the circle from them.

MOSQUITO TAG

AGES

6+

KEY LEARNING

To learn how to protect ourselves from sicknesses and diseases.

GOAL OF THE GAME

A tag game where players try not to get bitten by "Mosquitoes" that make them sick, and the "Doctors" can heal children with medicine.

WHAT YOU NEED

- Balls – 1 for each doctor
- Chalk or something else to draw lines on the ground or pylons to mark the playing area
- 6 or more players

OPENING QUESTIONS

- What happens when we are bitten by a mosquito or other bugs?
- Explain that, in some countries, mosquito bites can cause people to have a fever and get really sick.
- What does it feel like to have a fever?

SETUP

- Make sure the play area is clean and that there is nothing players can trip on or bump into.
- Tell players what the boundaries of the play area are.
- Ask for 2 - 5 volunteers to play the role of Mosquitoes.
- Ask for 2 - 5 volunteers to play the role of Doctors.
- Give each doctor a ball and explain that the ball represents medicine.

HOW TO PLAY

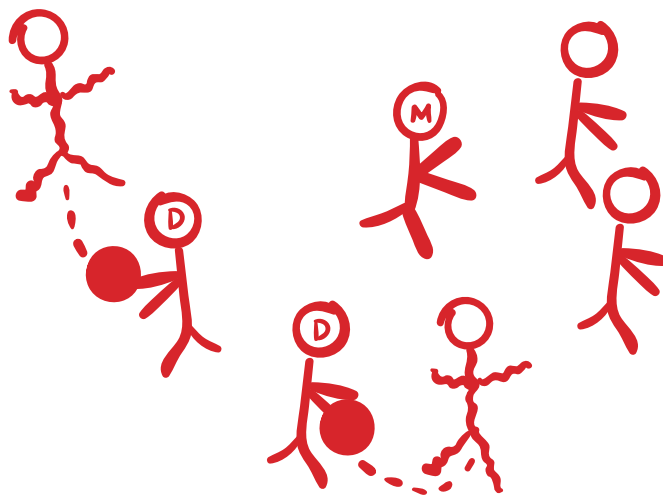
Step 1

Share how to play:

- Explain that the Mosquitoes will chase other players (but not Doctors) in the play area and try to tag them.
- If they are tagged, players must stand in their spot and shake as if they have a fever.
- The Doctors will help heal players by rolling the ball through their legs.
- When the ball rolls through a player's legs, they are healed and they can keep playing.

Step 2

You can end the game when you would like.



MOSQUITO TAG

AGES

6+

KEY LEARNING

To learn how to protect ourselves from sicknesses and diseases.

GOAL OF THE GAME

A tag game where players try not to get bitten by “Mosquitoes” that make them sick, and the “Doctors” can heal children with medicine.

WHAT YOU NEED

- Balls – 1 for each doctor
- Chalk or something else to draw lines on the ground or pylons to mark the playing area
- 6 or more players

WATCH FOR

- Make sure that players are tagging each other gently.
- Make sure players do not trip on balls rolling on the ground.

DISCUSSION

Reflect

- What does this game teach us about how we can get sick?
- What did you do to protect yourself from getting sick in the game?

Connect

- What are some illnesses or diseases that people can get? How do they get them?

Apply

- What can you do to protect yourself from getting sick?
- What should you do when you become sick?

OTHER WAYS TO PLAY

- Make the play area larger.
- Play with fewer Doctors and more Mosquitoes.

GERMS IN THE AIR

AGES

8+

KEY LEARNING

To gain knowledge and learn strategies to avoid illness.

GOAL OF THE GAME

A team challenge in which player must catch a ball while covering their mouths. The ball represents germs.

WHAT YOU NEED

- A big, soft ball per group
- 6 or more players

OPENING QUESTIONS

- What are some symptoms of the flu or a common cold?
- How can we protect ourselves against getting sick?

SETUP

- Form groups of 6–10.
- Ask each team to form a circle.

HOW TO PLAY

Step 1

Explain and demonstrate that:

- Germs are in the air all the time.
- One way to protect yourself from germs is to cover your mouth when you or someone else sneezes or coughs.
- Each group will be given a ball. The ball represents germs.
- The purpose of the game is to pass the germs around the circle for one full minute without dropping it.
- In order to protect yourself from the germs, you must cover your mouth when you catch the ball. This means that you can only throw and catch the ball with one hand.
- If the ball is dropped, the team must begin again.
- If someone catches or throws the ball with two hands, the team must begin again.

Step 2

The game finishes at your discretion.



GERMS IN THE AIR

AGES

8+

KEY LEARNING

To gain knowledge and learn strategies to avoid illness.

GOAL OF THE GAME

A team challenge in which player must catch a ball while covering their mouths. The ball represents germs.

WHAT YOU NEED

- No equipment needed
- 6 or more players

WATCH FOR

- Are the players covering their mouths when they throw and catch the ball?
- Are the players supporting each other to achieve the goal of the game?

DISCUSSION

Reflect

- What does the game tell us about germs?
- How do germs spread?

Connect

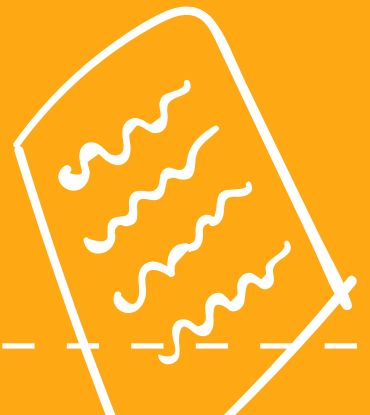
- Has anyone experienced a common cold before? How did you feel? What did you do?

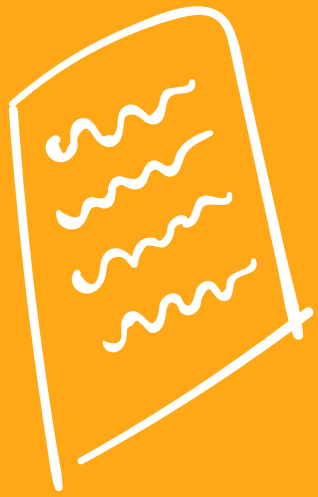
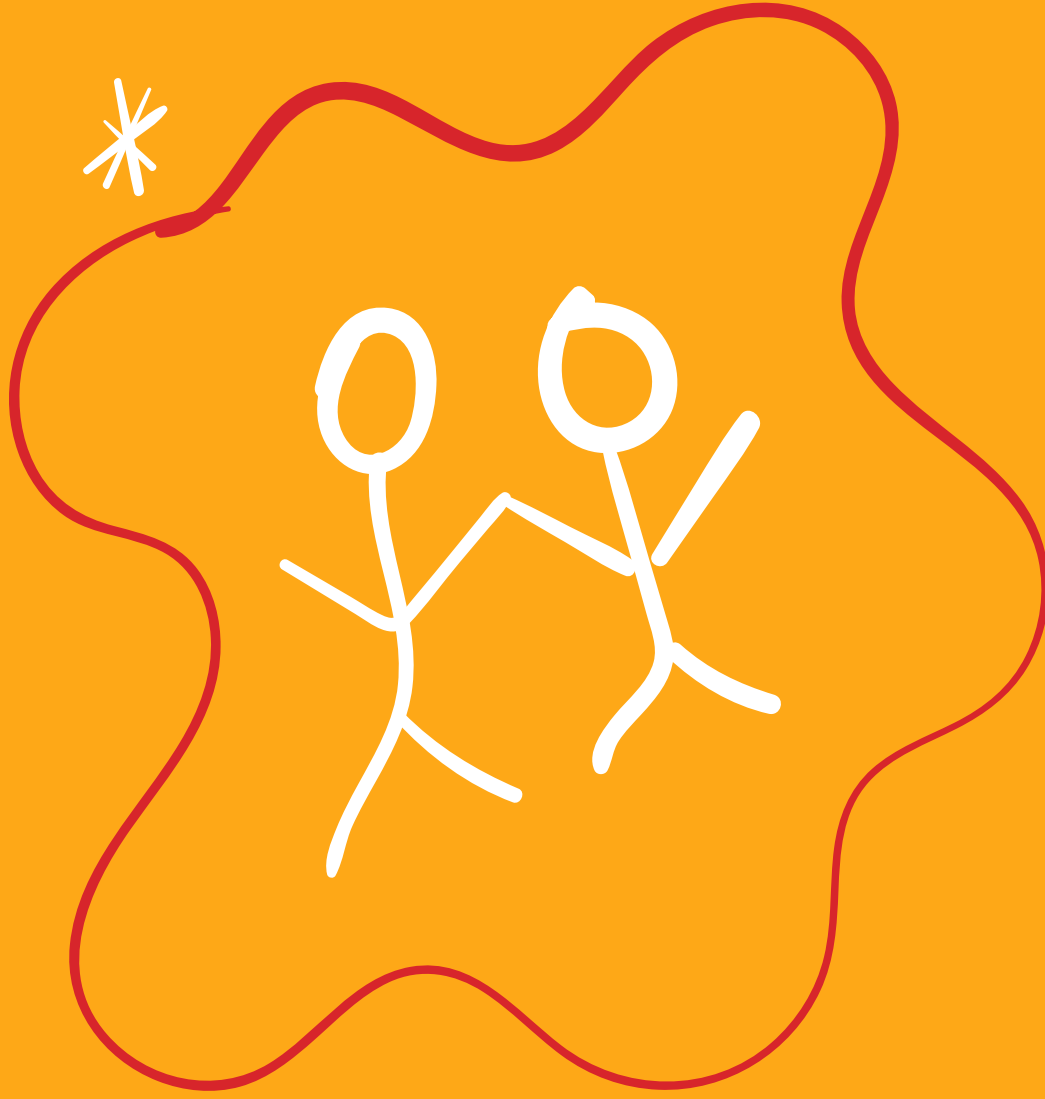
Apply

- How can we protect ourselves from getting sick?



CHILD RIGHTS





SURVIVAL CIRCLE

AGES

11+

KEY LEARNING

To understand the right to survive.

GOAL OF THE GAME

To protect a teammate in the circle from being tagged.

WHAT YOU NEED

- No equipment needed
- 6 or more players

OPENING QUESTIONS

- What are things we need to survive? Some examples are: Clean water, food, shelter, education and health care.
- Do you think children in other parts of the world need the same things to survive? Explain.

SETUP

- Divide players into teams of six or more.
- Ask for two volunteers from each team: one to play the role of Child and the other to play the role of Harm.
- Ask the rest of the players to join hands to form a circle. Harm will stand outside of the circle, and the Child will be part of the circle.

HOW TO PLAY

Step 1

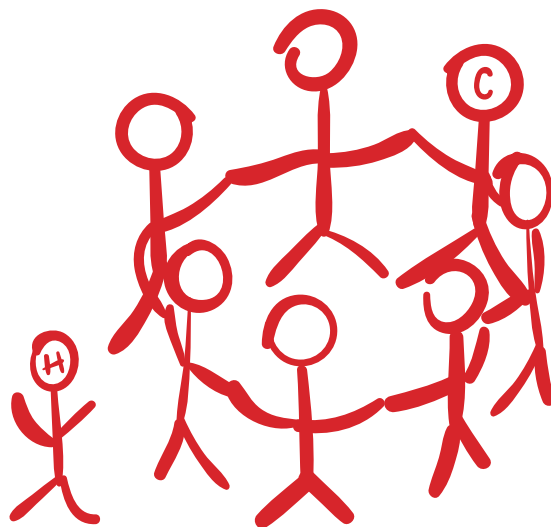
Members of the circle represent some of the things children need to survive. Ask each player to choose and say the thing they want to represent (e.g. clean water, food, health care, shelter, etc.).

Step 2

When you say "Go!" Harm will try to tag the Child. The other players will work together to protect the Child from being tagged by moving in any direction while still holding hands.

Step 3

If Harm tags the Child, or if Harm cannot tag the Child after a few minutes, ask for two new volunteers to be the Child and Harm.



SURVIVAL CIRCLE

AGES

11+

KEY LEARNING

To understand the right to survive.

GOAL OF THE GAME

To protect a teammate in the circle from being tagged.

WHAT YOU NEED

- No equipment needed
- 6 or more players

WATCH FOR

- Are the participants in the circle holding hands?

DISCUSSION

Reflect

- If you played the role of the Child, how did you feel when you were part of the circle and Harm was trying to tag you? Explain.
- When you were a member of the circle, what would have helped make it easier to protect the Child? What would have made it more difficult?

Connect

- Can you think of any other things that you believe children need to survive (besides the ideas you mentioned at the beginning of the activity)?

Apply

- Tell the group that the Convention on the Rights of the Child (also called the CRC), which is for all children everywhere, includes different types of rights. One is the Right of Survival.
- Can you think of any rights that might be part of the Right of Survival? (Some answers could be: Nutritious food, safe drinking water, a secure home, and access to health facilities.)

OTHER WAYS TO PLAY

- Play in smaller teams (for example, four players).
- Ask for two volunteers to play the role of Harm.
- Ask for two volunteers to play the role of the Child.

POWER DRAGON

AGES

8+

KEY LEARNING

To understand how power is connected to protecting yourself and others.

GOAL OF THE GAME

To protect your team from being caught by the Knight.

WHAT YOU NEED

- No equipment needed
- 4 or more players

OPENING QUESTIONS

- Who are some people in your community who have a lot of power?
- Why do these people have power?
- Can people who have power lose it? Explain.

SETUP

- Ask 1 - 3 players to be Knights, and divide the rest of the players into teams of three.
- Explain that the teams of three form the head, body and tail of a Dragon. They stay attached at all times by holding the shoulders of the player in front of them.

HOW TO PLAY

Step 1

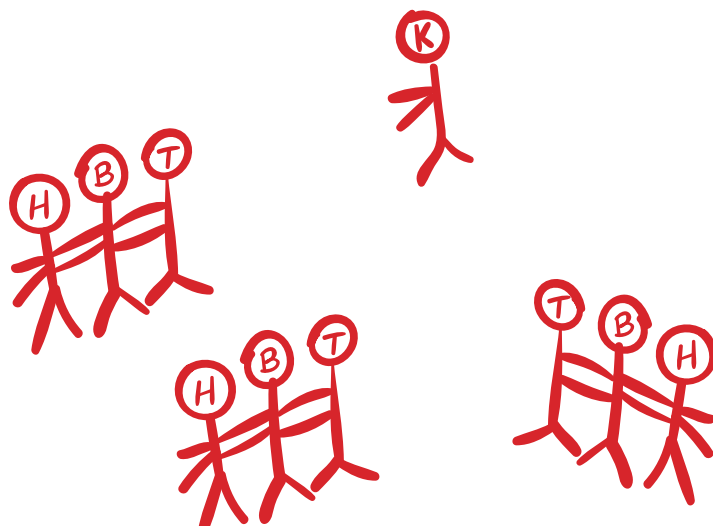
Explain that the head of the Dragon leads the group through the play area. They need to keep away from the Knights, who are trying to catch the Dragon by touching the Dragon's tail.

Step 2

If the Knight catches the Dragon's tail, all of the players switch roles: The Dragon's tail now becomes a Knight. The Knight becomes the new Dragon's head and the Dragon's body becomes the new tail.

Step 3

The game ends at your discretion.



POWER DRAGON

AGES

8+

KEY LEARNING

To understand how power is connected to protecting yourself and others.

GOAL OF THE GAME

To protect your team from being caught by the Knight.

WHAT YOU NEED

- No equipment needed
- 4 or more players

WATCH FOR

- Do the players in the Dragon look like they are moving comfortably while they hold onto one another?

DISCUSSION

Reflect

- Which roles did you feel powerful in? Which roles did you not feel powerful in? Why?
- What did it feel like to be a Knight compared to the Dragon's tail?

Connect

- When else in your life do you protect one another?
- What is an example of when you feel powerful?
- What is an example of when you feel powerless?

Apply

- What are some ways you can protect your friends, siblings, or peers?
- What are some ways children and youth can be powerful in their communities?

OTHER WAYS TO PLAY

- Play without Knights. Have the Dragon's head try to catch the tail of another Dragon.
- Play in larger teams to make a longer Dragon.

PROTECT THE CHILD

AGES

11+

KEY LEARNING

To understand the right of protection.

GOAL OF THE GAME

To protect participants from being hit by a soft ball.

WHAT YOU NEED

- A soft ball (a ball that will not hurt if it hits someone) per group
- 8 or more players

OPENING QUESTIONS

- What kinds of protection do you think children need in their lives? Examples include: Protection from harm, freedom from war, and protection from cruel punishment.
- Who are people in the community that help you feel safe and protected?

SETUP

- Divide players into teams of eight or more.
- Ask each team to form a circle.
- Ask three volunteers from each team to stand in a line in the middle of the circle and put their hands on the shoulders of the player in front of them.

HOW TO PLAY

Step 1

Explain that the first two players in the line are the Protectors and the third is the Child. The first two players (the Protectors) represent the different kinds of protection a child needs in their life. For example: Protection from war, hurt, kidnapping, harmful work, etc.

Step 2

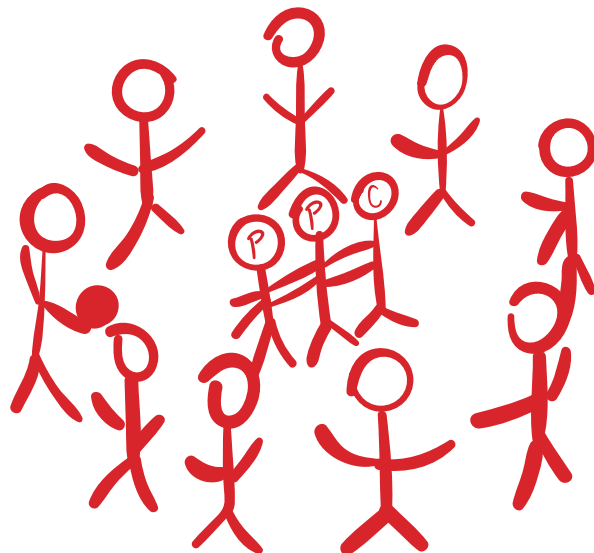
When you say "Go!", the players in the circle will throw the ball and try to tag the Child (below the waist). The Protectors will work together to make sure the Child does not get tagged.

Step 3

If the Child is tagged, they will join the circle. Ask a new volunteer to be the Child. Once all players have had the chance to be in the middle, invite them to play again, taking on a different role (either Protector or Child).

Step 4

After a few rounds, add another ball to the game.



PROTECT THE CHILD

AGES

11+

KEY LEARNING

To understand the rights of protection.

GOAL OF THE GAME

To protect participants from being hit by a soft ball.

WHAT YOU NEED

- A soft ball (a ball that will not hurt if it hits someone) per group
- 8 or more players

WATCH FOR

- Are participants trying to throw the ball below the waist?
- Are the Protectors trying to protect the Child?

DISCUSSION

Reflect

- How did it feel to be the Protector?
- What did it feel like to be the Child?
- When you were the Protector, what did you do to keep the Child as safe as possible?

Connect

- Can you think of any rights we've spoken about that focus on protection?
- Why do you think it's important to protect your rights and the rights of others?

Apply

- Who are some people who can protect you and your rights?
- What can they do to help you feel protected and safe?

OTHER WAYS TO PLAY

- Add a second ball.
- Add one more Child to the line for the Protectors to protect.
- Play with just one Protector instead of two.



RIGHT TO PLAY

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