





HOLISTIC CHILD DEVELOPMENT

Games Manual





RIGHT TO PLAY

THE GAMES SECTION

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CONTRIBUTE!

At Right To Play, we are always looking for new additions to our Games Section of this Manual. If you know of a game that we could use, don't keep it a secret. And please include games from your own cultural context. Follow the instructions below to send us your game. We will review it for possible inclusion in new editions of the Manual. There are no deadlines. In this way, Red Ball Child Play can continue to evolve.

As well, if you have comments or ideas to improve existing games, please tell your Right to Play Trainer or Supervisor. They will send your suggestions to Right To Play Headquarters in Canada.

Instructions for Submitting a New Game to Right To Play

1. Make a copy of pp. Gii-Giv.
2. Insert the information. Be as clear and detailed as possible. People who do not know the game will have to follow your directions.
3. Give the completed form to your Right To Play Trainer or Supervisor. They will go over it with you. Then they will send it to Right To Play Headquarters, Attention: PME Games Dept. or via email: games@righttoplay.com.

NEW GAMES FORM

Your Name:
Your Location:
Your Role:
Name of Right To Play Trainer or Supervisor:
Date:

Please complete each section of the blank game template. Type or print the information using the questions which follow as a guide.

Key Learning: State the main learning outcome (physical, mental, emotional or social).
Goal of the Game: State what the players are trying to achieve.
What You Need: List the equipment. The number of children is always 6 or more.
How To Play: Give clear and detailed instructions for playing. The focus should be on Team Play and Fair Play, not on winning. Include safety factors. Draw a diagram to show the game setup.
Watch For: Ask 2 or 3 questions to see if the children are meeting the Key Learning.
Discussion: Ask questions based on Reflect-Connect-Apply.
Variations: State other ways to play the game to make it harder or easier.
Inclusion: Give the page references from the Games Manual for inclusion ideas.

NAME OF THE GAME

BALL COLOUR: _____ AGES (CIRCLE): 6-9 6-12 10-12

Key Learning

How To Play

Goal Of The Game

What You Need

Equipment

No. of children

- 6 or more

NAME OF THE GAME CONTINUED

 **Watch For**

 **Discussion**

Reflect

Connect

Apply

 **Variations**

-
-
-

 **Inclusion**

-

Introduction to the Games Section

This section of the Manual contains 100 games. These games promote learning and growth for every child who participates. The games have been revised and tested in order to ensure that each game is easy to follow and contributes to the holistic development of the child. The Games Section, along with your training, will enable you to ensure that the activities you lead:

- are safe, effective and fun
- are appropriate for children's ages and developmental stages
- focus on Key Learnings

What types of games are included?

The Games Section includes examples of games for each of the following:

- Stretching Games
- Warm-up Games
- Cool-down Games
- Red Mind Ball Games
- Black Body Ball Games
- Yellow Spirit Ball Games
- Blue Peace Ball Games
- Green Health Ball Game

How are the games organized?

The games are organized by:

- ball colour and its theme
- age grouping

Ball Colour

Games are grouped together first by ball colour. The games within a ball colour grouping have Key Learnings that link to the theme of that ball. The table below is a reminder of the theme of each ball.

RED MIND BALL Thinking and Intellectual Development	**BLACK BODY BALL** Physical Development	**YELLOW SPIRIT BALL** Feelings and Emotional Development	**BLUE PEACE BALL** Relationships and Social Development	**GREEN HEALTH BALL** Development of a State of Well-being
				
The Red Mind Ball addresses: awareness perception concentration memory insight understanding learning numeracy literacy knowledge strategy organization	The Black Body Ball addresses: the senses aerobic capacity strength flexibility coordination development of healthy lungs, bones, muscles and hearts	The Yellow Spirit Ball addresses: self-esteem optimism fear hope security humour coping skills self expression expression of positive and negative emotions	The Blue Peace Ball addresses: communication cooperation teamwork leadership empathy trust relationships with peers, family and community	The Green Health Ball addresses: dangers of drugs and infectious diseases dealing with aches, pains and strains importance of physical activity, hygiene, diet, sleep and healthy environment

Age Grouping

The games are age appropriated and the activities for 10+ are included in the manual:

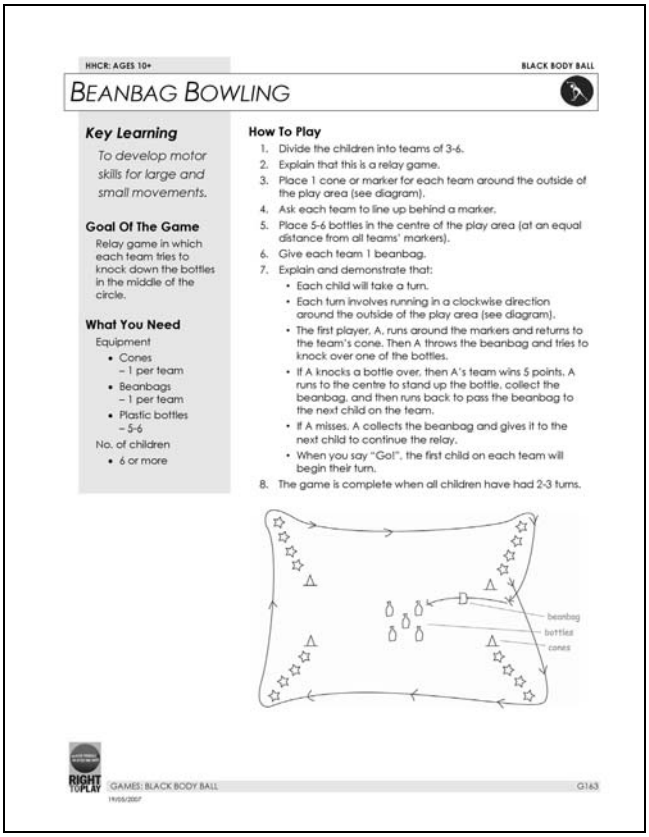
- 10+ - games that are most appropriate for children aged 10 years and older

As you learned in Chapter 4 on Child Development, all children go through the same stages of development in the same order. But, children go through those stages at different rates. One child may reach a stage earlier or later than another child. When planning a session, review the games you will use to ensure that they match the developmental stage of the children in your group.

What do the instructions for each game include?

Below you will find a sample of the game template that is used to present each game.

The games in this Manual do not include opening discussion questions. However, there is a set of sample opening discussion questions for each ball. These questions are located at the beginning of the games section for each ball.



HHCR: AGES 10+ BLACK BODY BALL

BEANBAG BOWLING

Key Learning

To develop motor skills for large and small movements.

Goal Of The Game

Relay game in which each team tries to knock down the bottles in the middle of the circle.

What You Need

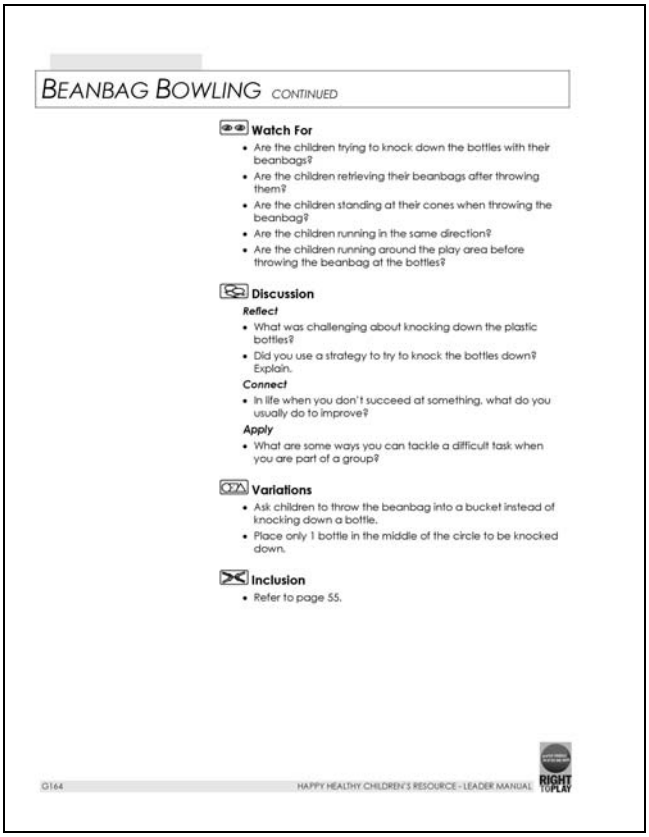
Equipment
- Cones – 1 per team
- Beanbags – 1 per team
- Plastic bottles – 5-6

No. of children
- 6 or more

How To Play

1. Divide the children into teams of 3-6.
2. Explain that this is a relay game.
3. Place 1 cone or marker for each team around the outside of the play area (see diagram).
4. Ask each team to line up behind a marker.
5. Place 5-6 bottles in the centre of the play area (at an equal distance from all teams' markers).
6. Give each team 1 beanbag.
7. Explain and demonstrate that:
   - Each child will take a turn.
   - Each turn involves running in a clockwise direction around the outside of the play area (see diagram).
   - The first player, A, runs around the markers and returns to the team's cone. Then A throws the beanbag and tries to knock over one of the bottles.
   - If A knocks a bottle over, then A's team wins 5 points. A runs to the centre to stand up the bottle, collect the beanbag, and then runs back to pass the beanbag to the next child on the team.
   - If A misses, A collects the beanbag and gives it to the next child to continue the relay.
   - When you say "Go!", the first child on each team will begin their turn.
8. The game is complete when all children have had 2-3 turns.

RIGHT TO PLAY GAMES: BLACK BODY BALL G163



BEANBAG BOWLING CONTINUED

Watch For
- Are the children trying to knock down the bottles with their beanbags?
- Are the children retrieving their beanbags after throwing them?
- Are the children standing at their cones when throwing the beanbag?
- Are the children running in the same direction?
- Are the children running around the play area before throwing the beanbag at the bottles?

Discussion

Reflect
- What was challenging about knocking down the plastic bottles?
- Did you use a strategy to try to knock the bottles down? Explain.

Connect
- In life when you don't succeed at something, what do you usually do to improve?

Apply
- What are some ways you can tackle a difficult task when you are part of a group?

Variations
- Ask children to throw the beanbag into a bucket instead of knocking down a bottle.
- Place only 1 bottle in the middle of the circle to be knocked down.

Inclusion
- Refer to page 55.

G164 HAPPY HEALTHY CHILDREN'S RESOURCE - LEADER MANUAL RIGHT TO PLAY

The pages that follow explain each heading on the game template.

1. Key Learning

The "**Key Learning**" is the main learning objective of a game or activity. It answers the question: In what way do we want children to grow by playing this game?

Each Key Learning is related to the Enduring Understandings for a particular ball. See the chart in the Leader Manual, pp. 33-37, for the Enduring Understandings for each ball.

2. Goal of the Game

The "**Goal of the Game**" is the main task the children will be asked to perform during the game.

3. What You Need

"**What You Need**" lists the equipment and the number of players required for the game. All of the games in this Manual have been designed for groups ***as small as 6 and as large as 100 children***.

Be Creative with Equipment

The chart below suggests creative alternatives for equipment listed in the games.

Equipment Listed	Possible Alternatives
Balls	▪ plastic bags tied with string ▪ balls of yarn wrapped in tape ▪ a long-sleeved shirt tied in a ball ▪ newspaper packed tightly and wrapped in tape or string
Cones/Pylons	▪ chairs ▪ shoes ▪ plastic bottles or bowls ▪ cups ▪ cardboard boxes
Parachutes/ Tarps	▪ bed sheets or blankets ▪ towels ▪ garbage bags ▪ T-shirts sewn together
Start and Finish Lines/Line Markings	▪ chalk ▪ bottles ▪ sticks ▪ string or rope ▪ chairs ▪ trees
Beanbags	▪ plastic bags or balloons filled with sand ▪ socks filled with sand ▪ cloth squares filled with sand and sewn
Sponges	▪ rags or towels ▪ socks ▪ cups ▪ plastic bottles cut in half

4. How To Play

Instructions - The directions for "**How To Play**" each game are written as direct instructions to you, the Leader. Each game asks you to

"Explain" the game and to "Demonstrate" how to play the game. Remember, to communicate successfully you must coordinate what you say (your words) with how you say it (your voice and body language). Children are more likely to understand both your message and its importance if you blend the verbal (what you say) and non-verbal (what you do).

Safety - The "**How To Play**" section includes safety reminders written beside this symbol: ⚠. Be sure to read each of those reminders before playing the game. Also, consider all of the safety factors discussed during your Training Session on Safety and listed in the safety checklist on p. 76. You want to create the safest conditions possible for the children.

5. Watch For

 The "**Watch For**" section provides 2 or 3 questions to ask yourself when watching the children play. If the answers to all of the questions are "yes," carry on. If the answer to any question is "no," you may need to do one of the following to get the game back on track:

- Restate the instructions to the game.
- Demonstrate again how to play the game.
- Use a different way to explain the game.
- Remind children of any safety issues.
- Decrease or increase the difficulty of the tasks you are asking the children to do.

6. Discussion

 The "**Discussion**" section includes 2-5 Reflect - Connect - Apply discussion questions. Since you will play 2-3 games per session, do ***not*** ask these questions after each game. Instead, choose from these questions the ones you will use in your closing discussion at the end of the **session**.

As you learned in the "Facilitating Discussions" session of your training:

- In each RBCP session, you must facilitate an opening and a closing discussion. These discussions are key tools to help children learn the lessons of the session.

- The opening discussion prepares children for the learning experience. The discussion encourages them to think about the Key Learnings in the games they will play.
- The closing discussion encourages children to Reflect on their learning, Connect it to their past experience and Apply it to their lives outside RBCP.

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 discussions.

As you become more comfortable with facilitating discussions, you may create your own questions that tie together the Key Learnings from each of the 2-3 games you lead. Refer to pp. 98-99 for reminders on how to facilitate effective discussions.

7. Variations

 The "**Variations**" section provides 1-4 ways to increase the difficulty of the game. You may make the game harder:

- when the children become more comfortable with the game
- when you repeat the game in later sessions

8. Inclusion

 The "**Inclusion**" section of each game refers you back to this page. This section provides suggestions for modifying games so that ***all*** children can take part in your programs, no matter what their gender, race, religion, ability, culture, family structure or social background.

Right To Play encourages you to use your creativity to find ways to include all children in your programs. If you are playing a game that might put players with disabilities in danger, choose a new game.

Disability

Inclusion is what results when people with and without disabilities live, work, learn and play side by side. In an inclusive environment, all children and youth feel accepted. They can be themselves. They can make friends with others with and without disabilities. By promoting inclusion, you help children to accept and appreciate the diversity that exists around them.

Here are a few helpful hints about working with children and adults who have disabilities:

- Focus on what they ***can*** do, not what they cannot do. Emphasize abilities, not limitations.
- Avoid treating persons with disabilities as if they want pity or charity.
- Let the persons do or speak for themselves.
- Do not assume that they need help.
- Modify games and activities only where necessary.
- Remember that a disability is not the same as a handicap. A handicap is a limitation or barrier imposed by others. In an inclusive situation, you remove the limitation or barrier.
- Relax.

How can you modify play and sport activities for children with disabilities?

You must shape your programs to meet the needs of children with disabilities. You can modify any game. The changes may vary for each activity and each child. Inclusion may mean that such children join in games for everyone. Or, sometimes, it may mean that they have their own games.

We can change games in the following ways:

Change the activity

- Make the game easier or harder by changing some rules.
- Have players take different roles or positions.
- Allow players to play in different ways: for example, players can sit rather than stand.

Change the play area

- Change the size. Make the area smaller or bigger.
- Change the distance; for example, bring a target closer.
- Change the height of the target up or down.
- Allow for more or less space between players.
- Let children start at different places.

Change equipment

- Reduce the size or weight of equipment.
- Select balls of different textures or brighter colours or balls that make noise.

What ideas should you consider when changing an activity?

Consider the following questions:

- Does the change spoil the activity? It should not.
- Does the change match the skill and attention span of the children?
- Will the disabled child be able to play with others?
- Is the activity age-appropriate?
- Does the activity meet the needs of all the participants?

What can you do for children with SPECIFIC disabilities?

The following chart suggests some modifications you can make for children with specific disabilities.

Disability	Possible Modifications
Vision	▪ Have the child work with a partner. ▪ Have others wear brightly coloured pinnies if a child has some vision. ▪ Slow down the movement of the ball. ▪ Simplify expectations for the game. ▪ Use sound to signify a success, for example, a partner claps hands if the ball goes into the basket.
Hearing	▪ Make sure the child understands demonstrations. ▪ Have the child work with a partner. ▪ Use simple signs for instructions.
Physical	▪ Have the child work with a partner. ▪ Simplify the expectations for the game. ▪ Allow skill development based on strength: for example, allow the child to throw from a seated position. ▪ Decrease the size of the playing field.
Intellectual	▪ Have the child work with a partner until he or she feels comfortable. ▪ Make sure the child understands demonstrations. ▪ Allow the child time to observe before playing to ensure the child understands. ▪ Simplify the expectations for the game.

Gender

The **"Inclusion"** section also refers to finding ways to promote the inclusion of girls in your activities. The list below suggests ways to increase the involvement of girls in your programs and to increase their level of comfort.

How can you increase girls' participation in play and sport?

Encourage girls to play

- Offer cooperative play and sport activities.
- Give equal time and resources to girls and boys.
- Provide a safe place for girls to play.
- Offer coaching sessions for girls only.
- Give girls leadership roles.
- Make games fun.

Get female feedback

- Ask girls what they would like to play.
- Listen to and use girls' ideas about games to play.

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.

Celebrate active women

- Provide positive role models by having experienced girls help beginners.
- Display positive images of women in sports.
- Talk about why girls and women should be in sports.
- Encourage women in the community to become Leaders.

Get parents involved

Encourage parents to do the following:

- Go to watch their daughter play as much as they can.
- Praise their daughters when they work often and improve.

- Remember that play and sport should be fun and winning is not everything.
- Ask, "How did you play?" or "What did you do well?" before they ask, "Did you win?"

Get clubs and organizers, schools and teachers involved

Encourage club organizers and school teachers to do the following:

- Make sure all females have a full role in activities. Their skill level or experience should not matter.
- Treat females' sports as equal to males' sports. Women and girls should have as much play time and access to equipment as men and boys.
- Place action photos of women and girls in areas where they are sure to be seen.
- Have women and girls as role models. Allow them to be the speakers when promoting a sport.
- Give girls leadership roles.
- Invite very important people to attend events. Encourage these people to speak of the importance of women and girls in sports.



Girls Playing an RBCP Game in Pakistan

9. *Fact Sheet (for Green Ball Games only)*

In the **Green Health Ball** section, you will notice that many of the games have a **"Fact Sheet"** section at the end of the game. The **"Fact Sheet"** provides information to help you facilitate the opening and closing discussions. This sheet also ensures that the children learn correct lessons about health issues. The source of all information on these fact sheets is www.kidshealth.org.

How do you adapt games to your cultural context?

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

All we ask is that you maintain the following components of the game in order to ensure that it still fits within the Holistic Child development philosophy:

Always maintain:

- the focus of the Key Learning of each game as listed on the game page
- a focus on fair play and team play, not on competition.
- the inclusion of all children regardless of their gender, race, religion, ability, culture, family structure or social background.
- a high level of involvement for each and every child
- a strong focus on the emotional and physical safety of each child
- small teams so that each child has increased opportunity to play

What does a program plan include?

The charts which follow show a sample program plan for Play based learning sessions. You may follow these plans or decide to plan your own schedule. The sample schedules provide suggestions for the first 26 sessions and may help you get your program started. As your program progresses, your experience, knowledge of the games, and understanding of the children you are working with will help you to plan effectively.

When planning your program, your can focus on a different Ball each week, or you can focus on the same Ball for 2 or 3 weeks (using different games each time) before moving to the next Ball. However you plan remember to:

- Plan each session with the theme of the ball in mind.
- Vary your sessions. You have many games to choose from.
- Choose games which are appropriate for the children's ages and stages of development.
- Give children the opportunity to master some games. Repeating a game after a few weeks is not only acceptable, but is also a good idea.

The table lists sessions for children aged 10-12. All the games listed are fully described in this Manual.

Normally, you will lead two 45-minute sessions per week.

GETTING STARTED

Ages 6-9, 10+

Name Games G15

Ground Rules Game.....G17

NAME GAMES

Key Learning

To help the children learn each other's name. To develop feelings of fun and enjoyment.

Goal Of The Games

To learn the names of the other children.

What You Need

Equipment
- none

No. of children
- 6 or more

How To Play

⚠ The following warm-up games will help the children get to know each other's names. If you are working with a group that knows each other well, you may choose to use other warm-up games to develop feelings of fun and enjoyment on the first day.

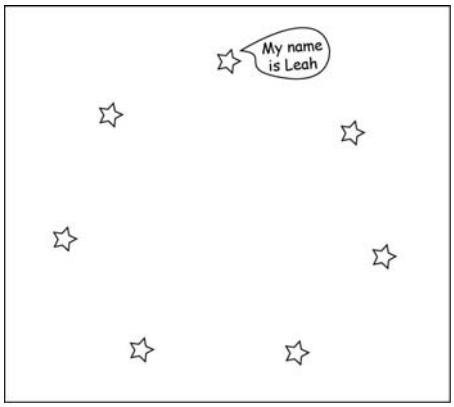
- Tell the children that you will be leading a few games to help them learn each other's names.
- Challenge them to use this opportunity to try to remember at least 3 to 4 other children's names in the group.

Game 1:

1. Ask the children to stand in a circle.
2. Explain and demonstrate that:
   - You will start by calling out your name and your favourite food to eat. For example, "Hello, I am Ali and I like to eat chicken."
   - The rest of the group will then greet you, by saying, "This is Ali. He likes to eat chicken."
   - The child on your right will then call out their name and favourite food. The group will greet them in response.
3. The game continues until all the children have had a turn.

Game 2:

1. Ask the children to stand in a circle.
2. Explain and demonstrate that:
   - You will start by calling out your name using a particular volume and tone, for example, loud and happy.
   - The rest of the group will repeat your name in the same volume and tone as you used.
   - The child on your right will then take a turn calling out their name in a tone and volume that they like. The group will repeat what they hear.
   - For example, Hanna roars, "HANNA!," and the group roars back, "HANNA!." Fatima whispers, "Fatima." The group whispers back, "Fatima."
3. The game continues until all the children have had a turn.



NAME GAMES CONTINUED

Game 3:

1. Ask the children to stand in a circle.
2. Explain and demonstrate that:
   - You will start by saying your name, for example, "My name is Ali."
   - The next child in line will then repeat your name and then say their name.
   - For example, Jameela begins by saying, "My name is Jameela." Mohammed follows with, "This is Jameela and my name is Mohammed." Sharif continues, "This is Mohammed and my name is Sharif."
3. The game continues until all of the children have had a turn.

Watch For

- Are all of the children getting a chance to say their names?
- Is each child speaking clearly?
- Is every child included in the circle?

Discussion

Reflect

- How many of you think you can now name 3 or more people in the group? Does anyone want to try?

Connect

- When else have you had to remember a lot of new names?
- What can be difficult about remembering names?
- What are some things you have done in the past to help you remember other people's names?

Apply

- By the end of our next session how many new names do you want to challenge yourself to remember?
- What can we do at the start of the next session to try to help us remember each other's names?

Variations

- Give the group a ball. Every time someone says their name, they should hold onto the ball. When it is the next child's turn, the ball should be passed to them.

GROUND RULES GAME

Key Learning

To develop ground rules for all Red Ball Child Play sessions.

Goal Of The Game

A drama game where children pretend to be in a boat that becomes stranded on a desert island. Children create rules for working and playing together.

What You Need

Equipment

- Pens/Markers – 1 per team
- Paper – 1 piece per team and 1 piece for you

No. of children

- 6 or more

How To Play

⚠ Ensure that the playing area is clean and safe.

- Step One: The Boat Game

1. Divide the children into teams of 3-5.
2. Ask each team to stand in a line with their hands on the shoulders of the child in front (see diagram).
3. Explain and demonstrate that:
   - Each team will pretend they are a boat.
   - Together they will move around the playing area (remaining connected) and move their bodies in response to the words you call.
   - For example, if you call out "move like a boat on a calm, calm lake," they should move slowly and calmly. If you call out "move like a boat in the middle of a storm with big rough waves," they should jump up and down and back and forth while remaining connected.
   - Call out the following instructions:
   - Move like a boat on a calm, calm ocean….
   - There are some winds picking up….
   - The winds are getting stronger and stronger….
   - Now there are some waves that are starting to hit the sides of the boat….
   - The waves are getting bigger and bigger….
   - Now the waves are crashing over the front of the boat….
   - The lightning is coming down….
   - And all of a sudden your boat hits a big rock and all of you are tossed onto the beach of a deserted island.

Step Two: The Group Contract

4. Tell the children that they are about to have a fresh start in a new group. Just like a group of people who are starting a life on a deserted island, they are starting a life in this Red Ball Child Play group together. In order to spend each week working and playing together well, there need to be some ground rules set. Everyone needs to know what to expect and what is expected of them.

GROUND RULES GAME CONTINUED

How To Play – continued

5. Give each team a piece of paper and a pen/marker. Ask team members to sit in a circle. Ask them to write down or draw pictures to describe at least 5 rules they think are important in order for the entire group to feel happy and safe.
6. Give the groups approximately 5 minutes to complete this task.
7. Bring the groups back together and ask each group to share one of its rules. Ask the groups not to repeat rules that have already been mentioned.
8. Write down their rules on a big piece of paper. Some examples of rules to include might be:
   - Play fair
   - Respect one another
   - Be kind to one another
   - Include everyone
   - Listen to instructions
   - Share the equipment
   - No teasing each other
   - No physical violence
   - Look after yourself, look after one another
9. When the groups have shared all of their ideas, read the list out loud. Ask the children if they think that all of the rules listed are reasonable.
10. If there are any rules that you are unsure of, or think are unreasonable, discuss them and remove if necessary.
11. When the list is complete, ask all of the children to sign the list if they agree to abide by the rules they have created.
12. If possible, bring the list with you to each session and place it somewhere for everyone to see. This way everyone can be reminded of the rules they created to keep the group feeling safe.

Watch For

- Are the children working together to come up with the ground rules?
- Are the children coming up with reasonable rules?
- Are the children agreeing to follow the rules they have created?

GROUND RULES GAME CONTINUED

Discussion

Reflect

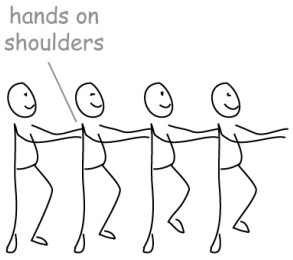
- Which of the rules do you think is going to be the easiest for you to follow? Why?
- Which do you think is going to be the most difficult for you to follow? Why?

Connect

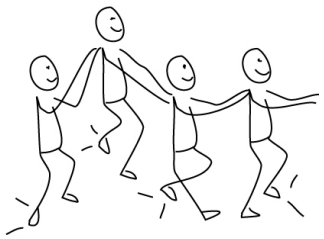
- When else in life have you been a part of creating the rules for something?
- What are some other times in life when there are rules you have to follow?

Apply

- In the future, how should we make sure that we follow the rules?
- How are you going to work to ensure that you follow the rules yourself?



boat on a calm ocean



boat on a wavy ocean



Group Contract

STRETCHING

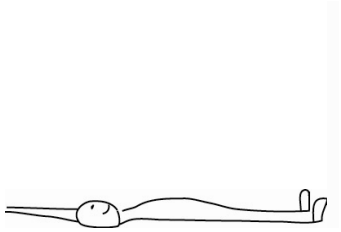
Stretches

Stretches for Upper and Lower Body..... G21
Creative Stretching G24

STRETCHES FOR UPPER AND LOWER BODY

General Stretching Instructions

- Move slowly and gently into each position until you experience a mild stretching sensation.
- Hold the stretch position for 12-20 seconds without bouncing.
- Repeat the stretch.
- Reverse right-left instructions to stretch both sides.



LYING FULL BODY STRETCH

- Lie on your back, facing the ceiling
- Stretch your arms above your head
- Push your hands and toes away from your body



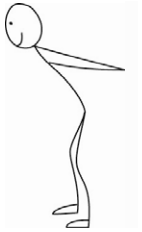
LYING ABDOMINAL STRETCH

- Lie face down and place hands, palms down, under your shoulders
- Keep hips pressed to the floor
- Gently ease your upper body off the floor
- Keep shoulders and neck relaxed



STANDING UPPER BACK STRETCH

- Stand, feet shoulder-width apart
- Raise arms in front to shoulder-height
- Extend your arms, palms up, away from your body
- Pull your stomach inward while keeping your hips forward



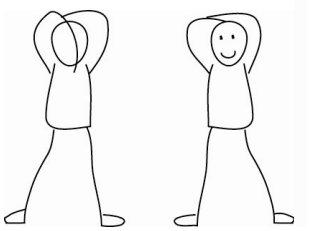
STANDING CHEST STRETCH

- Stand with your feet shoulder-width apart, knees slightly bent
- Raise your arms behind your body, palms facing your body
- Gently extend your arms, raising them slowly while easing your chest forward



STANDING LAT STRETCH

- Stand with your feet shoulder-width apart, knees slightly bent
- Raise your right arm above your head and lean gently to the left



TRICEP STRETCH

- Stand, feet shoulder-width apart
- Raise one arm. Point your hand down your spine
- Use the other hand to gently push your elbow *toward* the floor



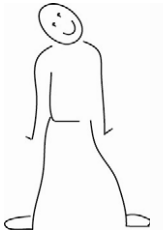
SHOULDER STRETCH-REAR

- Stand side-on to the wall, one foot in front
- Place the hand closest to the wall behind the body
- Your palm should touch the wall at shoulder height and is flat against the wall
- Gently turn the upper body away from the wall



FULL BODY STRETCH

- Stand, feet shoulder-width apart
- Breathe in and raise your hands to the ceiling as high as you can
- Slowly lower your hands behind your head, then down to your side



STANDING NECK STRETCH

- Stand, feet shoulder-width apart
- Relax your left shoulder down *toward* the floor
- Move your right ear down *toward* your right shoulder
- Feel the stretch on the left side of your neck



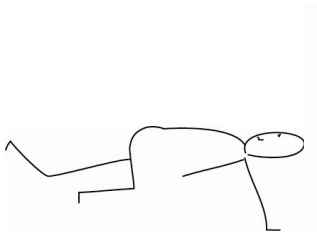
SHOULDER STRETCH– FRONT

- Stand, feet shoulder-width apart
- Stretch one arm across your body at shoulder-height
- Keep that arm straight and place the other hand below the elbow and gently pull your arm *toward* your body
- Keep your hips and shoulders facing forwards



GLUTEAL AND OUTER THIGH STRETCH

- Sit on the floor, back straight, legs together and extended in front of you
- Bend your right knee and place your right foot on the outside of your left leg
- Use your left elbow to apply pressure to the outside of your right knee
- Keep your body upright and gently turn to the right



GLUTEAL AND LOWER BACK STRETCH

- Lie on your back, arms extended to the sides at shoulder-level
- Bring right knee ***toward*** your chest
- Rotating from your hips, lower your knee to the left, keeping your shoulders flat on the floor
- Raise your right knee ***toward*** your left hand and turn your head to the rig



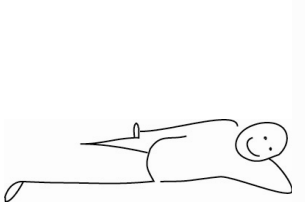
STANDING CALF STRETCH

- Stand with one foot in front of the other
- Bend the knee of your front leg and lean forward keeping the bent knee behind the toes
- Keep your back heel flat on the floor
- Feel the stretch in the calf of your back leg



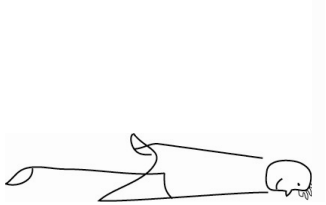
STANDING QUADRICEP STRETCH

- Stand straight. Use your left hand to pull your left foot up ***toward*** your buttocks
- You can place your right hand on a wall for support
- Keep your right knee slightly bent
- Keep your knees fairly close together and your body straight
- Lean forward until the stretch is achieved



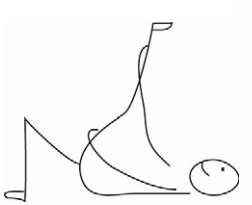
SIDE LYING QUADRICEP STRETCH

- Lie down on your left side with your left arm extended above your head for support
- Use your right arm to pull your right foot ***toward*** the buttocks
- Keep your knees fairly close together while pushing your hips forward



FRONT LYING QUADRICEP STRETCH

- Lie down on your front
- Lie down on your front
- Bend one leg and pull your heel ***toward*** your body
- Keep your body straight and your hips on the floor



LYING HAMSTRING STRETCH

- Lie on your back with your knees bent and your feet flat on the floor
- Bring one knee up ***toward*** your chest, keeping your shoulders on the floor
- Use both hands to hold behind your calf and thigh
- Slowly straighten the raised leg until the stretch is achieved



SEATED HAMSTRING STRETCH

- Sit on the floor, back straight, legs together and extended in front of you
- Bring the sole of one foot to the knee of your other leg
- Bend forward at the waist
- Keep your head up and back straight



STANDING HAMSTRING AND CALF STRETCH

- Stand with one foot in front of the other
- Lift the toes of the front leg off the floor
- Keep the front leg straight and press the hips backward
- Slowly bend the knee of your back leg and lower your weight *toward* the floor
- Keep your weight on your back leg



STANDING HAMSTRING STRETCH

- Stand, one foot in front of the other
- Keep your front leg straight and press your hips backward
- Slowly bend the knee of your back leg and lower your weight *toward* the floor
- Keep your weight on your back leg



STANDING INNER THIGH STRETCH

- Stand, legs wide apart, toes facing forwards
- Slowly move your hips to one side bending your knee on that side
- Keep your bent knee behind the toes and over the foot
- Slowly lower your weight on the bent knee
- Keep your other leg straight
- Keep your head and back upright



SITTING INNER GROIN STRETCH

- Sit on the floor, back straight, soles of your feet together
- Pull your heels *toward* your groin
- Use your elbows to press your knees slowly outwards and *toward* the floor
- Keep your head and back upright

CREATIVE STRETCHING

Goal Of The Game

To encourage children to stretch major muscle groups in a fun and creative way.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

Stretching should involve slow controlled movements and proper breathing.

1. Ask the children to find a space in the play area and face you.
2. Explain and demonstrate that:

   There are 4 major muscle groups that the children will be stretching: arms, back, shoulders and legs.

To stretch the **arm** muscles:

STAR STRETCH - Ask the children to stand with their feet wide apart and their arms above their heads, like the shape of a star. Hold the stretch for 6-8 seconds. Repeat.

BACK SCRATCHER - Ask the children to raise their right arms straight above their heads. Bend the arm at the elbow and let the forearm reach behind the back (like scratching the back). Then raise left hand to hold onto the right elbow. Hold for 6-8 seconds. Repeat with left arm.

To stretch the **back** muscles:

CAT STRETCH - Ask the children to get on the floor on their hands and knees like a cat. Ask the children to start with their backs flat like a board, and then slowly arch their backs upward in a rounded position. Hold for 6-8 seconds and then return to the flat back position. Repeat.

PICKING APPLES STRETCH – Ask the children to keep their backs straight and reach their hands in the air and high as they can, as though they are picking apples. Hold for 6-8 seconds. Keeping their backs straight, ask the children to bend forward, slowly reaching down as low as they can without bending their knees, as though they are placing each apple in an apple bucket.

To stretch the **shoulder** muscles:

HICCUP STRETCH – Ask the children to stand with their feet shoulder-width apart with their arms at their sides. Ask the children to pretend that they have the hiccups. Ask them to raise their shoulders up to their ears with each hiccup and then down as low as they can. Hold each position for 5-8 seconds.

TIRE STRETCH - Ask the children to stand with their feet shoulder-width apart with their arms at their sides. Ask the children to slowly roll their shoulders forward in a circular motion (repeat 5 forward circles) then to slowly roll their shoulders backward in a circular motion, (repeat 5 backward circles) as though each shoulder is the tire of a car.

To stretch **arm, back,** and **shoulder** muscles:

FLOWER STRETCH - Ask the children to stand with their feet shoulder-width apart. Ask the children to crouch down, tucking in their heads to their chests, and crossing their arms in front of their chests, like the petals of a closed flower. Ask the children to slowly rise to the standing position, while unfolding their arms overhead, like a blooming flower.

To stretch the **leg** muscles:

FLAMINGO STRETCH - Ask the children to find a partner. One partner, A, will stretch while the other, B, provides support. Ask the A's to grasp their left foot with their left hand, gently pulling the heel toward the bottom, as though they are flamingoes. The partner may need to steady the stretching child. Hold for 6-8s second and then switch legs and partner positions.

RACE CAR STRETCH - Ask the children to sit on the floor with their legs out in front of them, knees slightly bent and their arms in front of them holding an imaginary steering wheel. Then ask the children to:

- Stretch their toes apart and hold for 8-10 seconds.
- Push their toes forward as if they were pushing the pedal of a race car and hold for 8-10 seconds.
- Pull their toes toward their body as if they were taking their foot off the pedal of a race car and hold for 8-10 seconds.

CREATIVE STRETCHING CONTINUED

Watch For

- Are the children using slow and controlled movements?
- Are the children holding each stretch for 5-8 seconds?
- Are the children breathing during the stretches?

Variations

- Use a wall or a chair for support during challenging stretching instead of a partner.

Inclusion

- Refer to pp. G7-G11.

WARM-UPS

Apples and Oranges G28
Balance Tag G29
Follow My Hand G30
Freeze and Melt G31
Go, Slow, Stop! G32
Islands and Oceans G33
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On the Beach, In the Water G37
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Shadow Tag G41
Sharks and Islands G42
What Is Leading? G44

APPLES AND ORANGES

Goal Of The Game

A tag game that is used to warm up the legs.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Mark the boundaries of a play area that allows enough space for children to run and chase each other.
2. Divide the children into pairs.
3. Ask one member of each pair to be the Apple. The other partner in each pair will be the Orange.
4. Explain and demonstrate that:
   - When you call out "Oranges," the Oranges in each pair will chase their Apple partners. When you call out "Apples," the Apples will chase the Oranges.
   - If the Orange chases and tags the Apple, the Orange must count to 10 before chasing the Apple again, giving enough time to move away.
5. Switch between Apples and Oranges every 30 seconds or so.

⚠ Be careful the children are aware of other children so they don't run into each other.

Watch For

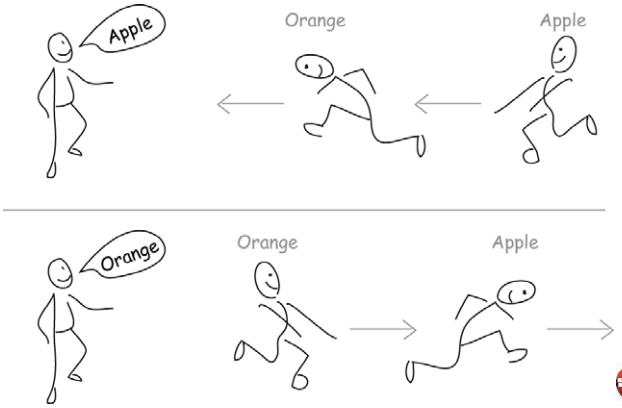
- Are the Oranges chasing the Apples when you say "Oranges?"
- Are the children engaged and participating?

Variations

- Call out other fruit names to confuse the children (for example, "pear," "banana," etc.).
- Add the instruction "fruit salad," which means that all children should run around and not chase anyone.
- Add the instruction "squashed fruit," which means that all of the children should quickly lie on the floor.

Inclusion

- Refer to pp. G7-G11.



BALANCE TAG

Goal Of The Game

A tag game that warms up the legs.

What You Need

Equipment

- Armbands (2 – 3)

No. of children

- 6 or more

How To Play

1. Designate a play area large enough for a game of tag.
2. Tell the children you will be playing a game of tag.
3. Explain that this tag game is different because a tagged child must stand in the Balance Position for 5 seconds.
4. Show children the Balance Position – standing on one foot with both hands on their hips.
5. Ask for 2-3 volunteers to play the role of the Catcher.
6. Give each Catcher an armband to identify them.
7. Explain and demonstrate that:
   - Catchers will work to tag all the other children.
   - When a Catcher tags a child, the child must stand in the Balance Position for 5 seconds.
   - After 5 seconds, the children can continue running.
8. After playing the game for a while, choose new Catchers.

⚠ Make sure the children tag one another gently.

Watch For

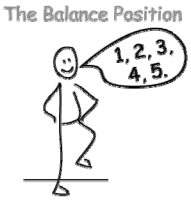
- Are the children able to hold their balance position for 5 seconds?
- Is every child running away from the Catchers?

Variations

- Challenge children to hold the Balance Position for 10 seconds.
- Ask children to balance as though they are a different animal each time they are caught. For example, "Balance like a monkey on one foot."
- Change the Balance Position to something more difficult. For example, "Standing on one foot with two hands in the air, or "Standing on one foot with one hand on your nose."

Inclusion

- Refer to pp. G7-G11.





FOLLOW MY HAND

Goal Of The Game

A follow-the-leader game that warms up the whole body.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Divide the children into pairs.
2. Ask one member of each pair to begin the game playing the role of the Leader.
3. The other partner in each pair will begin the game being the Follower.
4. Explain and demonstrate that:
   - When you say the word *"Go!"* all the Followers will try to keep their noses approximately half a metre from the right hand of their Leaders.
   - Each Leader will move around the room lifting their right hand high and low and in any direction they choose.
   - When you say "Stop," all the Followers will change roles with the Leaders and lead their partners with their right hands.
5. *Say, "Go!"* and "Stop" every 1-2 minutes.

⚠ Make sure the children are watching for others at all times.

Watch For

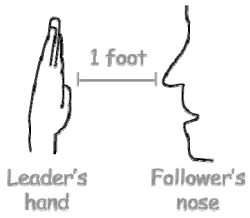
- Are the Followers trying to keep their noses half a metre from the Leader's right hand?
- Are the children changing roles when you say "Stop?"

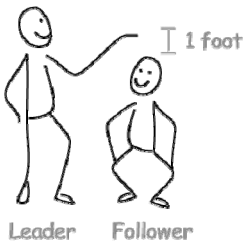
Variations

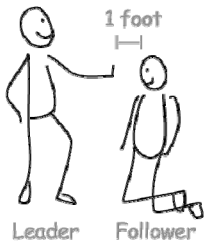
- Ask the Leaders to lead their partner with a different part of the body. For example, all Followers must keep their nose half a metre from their partner's left elbow, etc.

Inclusion

- Refer to pp. G7-G11.







FREEZE AND MELT

Goal Of The Game

A tag game that warms up the legs and arms.

What You Need

Equipment

- Armbands – yellow and blue (or any colour)
- 2-3 each colour

No. of children

- 6 or more

How To Play

1. Mark the boundaries of a play area that allows enough space for children to run and chase each other.
2. Ask the children for 2-3 volunteers to play the role of Freezers. Give each Freezer a blue armband.
3. Ask for 1-2 volunteers to be Melters. Give each Melter a yellow armband. (The number of Freezers and Melters will vary depending on the group size.)
4. Explain and demonstrate that:
   - When you *say, "Go!"* the Freezers will chase and gently tag the other children.
   - A child tagged by a Freezer must stop and stand in a frozen position (like a statue).
   - Melters can free frozen children (children tagged by a Freezer) by tagging them.
   - Freezers cannot freeze the Melters.
5. After a few minutes ask for new volunteers to play the role of Freezers and Melters.
6. The game continues for as long as desired.

Watch For

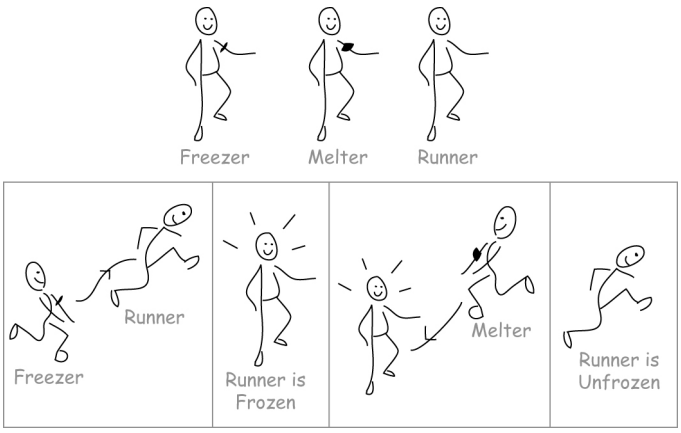
- Is every child freezing when tagged by a Freezer?
- Are the children tagging each other gently?

Variations

- Tell the Melters that they must crawl between the legs of frozen children to unfreeze them.

Inclusion

- Refer to pp. G7-G11.



GO, SLOW, STOP!

Goal Of The Game

A circle game where children move around acting like cars and follow directions from the leader.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Mark clear boundaries for a play area that allows enough room for children to run and chase each other.
2. Ask the children to find a space in the play area and face you.
3. Tell the children that they will pretend to be driving a car, bicycle, or motorcycle when playing this game.
4. Explain and demonstrate that:
   - There are three commands in the game that the children must be aware of.
   - The first is "go." When you say, *"Go!"* the children will move quickly around the play area pretending to drive their vehicles and working to avoid bumping into any other vehicles.
   - The second is "slow." When you say "Slow," the children will move in slow motion around the play area, still pretending to be vehicles.
   - The third is "stop." When you say "Stop," the children will freeze and stand completely still until they hear the words *"Go!"* or "Slow" again.
5. The game can continue for as long as desired.

⚠ Make sure the children are watching for others at all times.

Watch For

- Is every child moving quickly when they hear the word "Go?"
- Are the children trying to freeze when they hear the word "Stop?"
- Are the children being careful not to bump into one another?

Variations

- Explain to the children that the first child to move after you call "Stop," will become the new caller for the next round.
- Change the vehicle children are pretending to drive. For example, ask the children to pretend they are swimming, paddling a canoe, flying a plane, etc.

Inclusion

- Refer to pp. G7-G11.



ISLANDS AND OCEANS

Goal Of The Game

To find their island when the music stops.

What You Need

Equipment

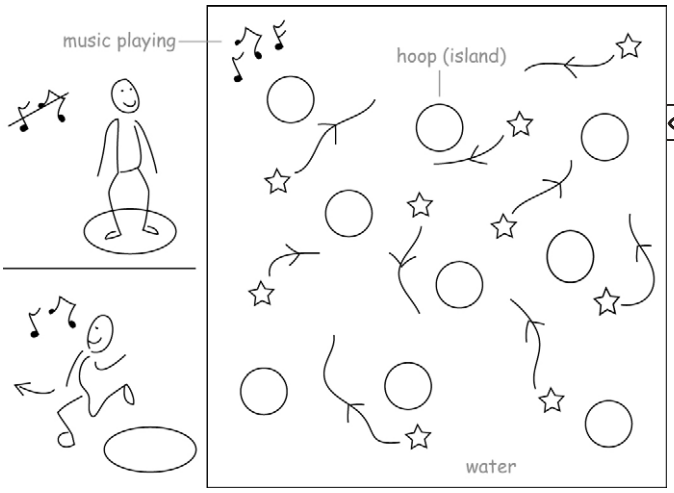
- Hula hoops or chalk (to make circles on the ground)
- Music (the coach or children can clap or sing if music is not available)

No. of children

- 6 or more

How To Play

1. Give each child a hula hoop and ask the children to spread out in the play area.
2. Ask the children to place the hula hoop on the ground and stand inside it. (If you do not have hula hoops, draw a circle on the ground for each child using chalk.)
3. Explain and demonstrate that:
   - The circle each child is standing in represents an Island.
   - The space in between the circles represents water.
   - When music is playing, the children will pretend to swim through the Water area.
   - When the music stops, each child will return to the Island and stand on it.
   - When the children are on the Island, they will be asked to do an activity. For example, "Stretch tall on your Island," "Fill as much space on the island as you can," "Make different positions on your island (a stretch, a tuck)," "Lift up the Island and stand underneath," "Fall asleep under a palm tree," "Jump on, off, skip around the Island," etc.
   - When the music starts again, the children will jump off their Islands and "swim" around again. When the music stops, each child should "swim" back to an Island.
4. Ask the children to do another series of activities each time they stand on an Island.
5. The game can be played as long as desired.



Watch for

- Are the children swimming around the Islands when the music is being played?
- Are the children returning to their own Islands when the music stops?
- Are the children performing the activities on the Island?

ISLANDS AND OCEANS CONTINUED



Variations

- Give children 3 seconds to find an Island every time the music stops. After the time limit is up, you, acting as a Shark, will swim into the water to try and catch the remaining swimmers.
- Instead of asking the children to find an Island of their own, every time the music stops, one hula hoop should be taken away and the children have to crowd together onto the remaining Islands.



Inclusion

- Refer to pp. G7-G11.

KNEE TAG

Goal Of The Game

A tag game in which children try to tag their partner's knees.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

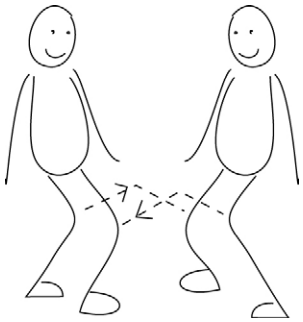
1. Mark clear boundaries for a play area that allows for enough room for children to run and chase each other.
2. Divide the children into pairs.
3. Ask each pair to stand 1 metre apart facing each other.
4. Explain and demonstrate that:
   - This is a tag game.
   - When you *say, "Go!"* each child will try use their hands to gently tap a partner's legs (from the knees down) as many times as possible until you say "Stop."
   - Children will try to tap their partner's legs while trying to avoid being tapped themselves.

⚠ Remind the children to tap each other gently.

- When you say "Stop," all the children must find a new partner and repeat the game when they hear you say "Go."

5. Call "Stop" every 30 seconds or 1 minute.
6. The game ends at your discretion.

⚠ Make sure the children are watching for others at all times.



Watch For

- Are children tapping each other gently?
- Are the children finding new partners every time you say "Stop?"
- Are the children being careful not to bump into one another?

Variations

- Divide the children into groups of 3-4. Ask them to play the same game, this time trying to tag the legs of any of their group members and to protect their legs from any of their group members.

Inclusion

- Refer to pp. G7-G11.

MUSICAL HOOPS

Goal Of The Game

- To travel from hoop to hoop as the music plays.

What You Need

Equipment

- Hula hoop or chalk (to make circles on the ground) – 1 per child
- Music (the coach or children can clap or sing if music is not available)

No. of children

- 6 or more

How To Play

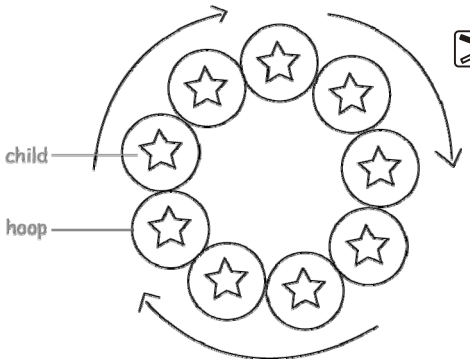
1. Divide the children into groups of 6-10.
2. Ask each group to form a circle.
3. Give each child a hula hoop.
4. Ask the children to place the hula hoop on the ground and stand inside it. Ensure that the hula hoops are touching each other in a circle formation. If you do not have hula hoops, draw a circle with chalk on the ground for each child to stand in.
5. Explain and demonstrate that:
   - This game involves moving, walking and dancing when music is played.
   - When children hear the music, they will move in a clockwise direction around the circle – moving from hoop to hoop.
   - The children must try to have only one child in a hoop at a time.
   - When the music stops, the children must freeze.
   - When the music starts again, they can move.
6. Stop the music approximately every 30 seconds.
7. Play for as long as desired.

Watch For

- Are the children trying to keep only one child in a hoop at a time?
- Are the children freezing when the music stops?

Variations

- Ask the children to change directions each time the music stops.
- Ask the children to move standing outside the circle of hoops. When the music stops, ask them to find a hoop and jump in it as quickly as possible. Only one child can stand in a hoop at a time.



Inclusion

- Refer to pp. G7-G11.

ON THE BEACH, IN THE WATER

Goal Of The Game

To follow and copy commands.

What You Need

Equipment

- Chalk or rope (anything to mark a line on the ground)

No. of children

- 6 or more

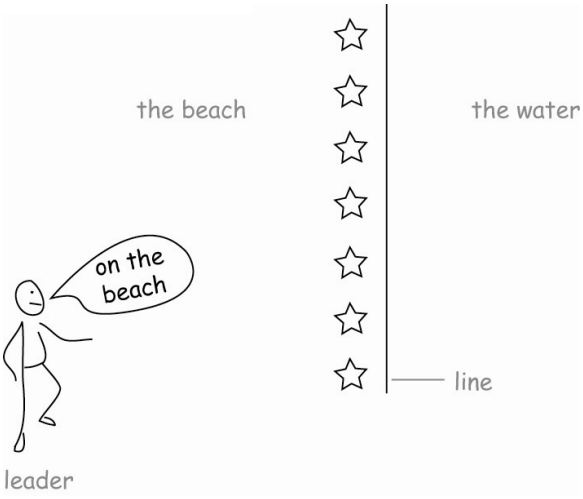
How To Play

⚠ Ensure that the play area is clean and safe.

1. Mark a line on the ground using chalk or rope.
2. Ask all of the children to stand on one side of the line.
3. Explain and demonstrate that:
   - Where the children are standing is on the Beach.
   - On the other side of the line is the Water.
   - You will call out different commands – either "On the beach" or "In the water" and the children must jump on the correct side of the line.
4. Start with these two commands, moving back and forth between them until the children appear comfortable and confident.
5. Tell the children that you will add more commands, so they must pay close attention.
6. Other commands:
   - "Shark Attack!" – children should lie on their backs and make a shark fin with their arms.
   - "Hot Sand" – children jump from foot to foot.
   - "Ice Cream" – children pretend to lick an ice cream cone.
   - "Seagulls" – children cover their heads with their hands.
7. The game finishes at your discretion.

Watch For

- Do the children understand all of the commands?
- Are the children comfortable and trying to follow each command?
- Are all of the children engaged and participating?



ON THE BEACH, IN THE WATER CONTINUED



Discussion

- How did you feel when you followed each command?
- Was it fun for you to pretend? Why?
- What other things do you do when you are on the beach or in the water?



Variations

- Add or subtract commands based on what the children are comfortable with.
- Have the children close their eyes during the game so that the actions of other children don't influence how they act.



Inclusion

- Refer to pp. G7-G11.

SECRET TAG

Goal Of The Game

A tag game that warms up the arms and legs.

What You Need

Equipment

- Chalk (anything to mark a line on the ground)

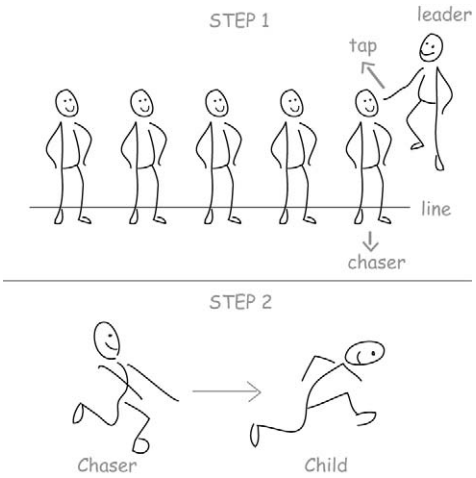
No. of children

- 6 or more

How To Play

1. Mark clear boundaries for a play area that allows enough room for the children to run and chase each other.
2. Mark a clear line using chalk or markers at one end of the playing area.
3. Ask the children to stand on the line facing in the same direction.
4. Tell the children that you will walk behind them and tap some children on the back. Ask them to close their eyes so that no one will know who has been tapped.
5. Explain and demonstrate that:
   - Whoever you tapped on the back is a Chaser. (Select 4-5 Chasers for every 20 children).
   - The Chasers are not allowed to tell the other children that they have been picked.
   - When you *say, "Go!"* the children will run into the open space and the Chasers will try to gently tag as many children as possible.
   - A tagged child will return to the line.
   - The round is complete when all children (other than the Chasers) are standing on the line.
6. Select new Chasers each round.
7. Continue playing until every child has had a chance to be a Chaser.

⚠ Make sure the children are watching where they are running, and not running into each other.



Watch For

- Are Chasers tagging each other gently?
- Are different children getting a chance to be the Chasers in each round?
- Are children who have been tagged returning to the line?

SECRET TAG CONTINUED

Variations

- At the beginning of one round, tap everyone on the back so that they all become Chasers.
- At the beginning of one round, walk up the line but don't tap anyone on the back.

Inclusion

- Refer to pp. G7-G11.

SHADOW TAG

Goal Of The Game

A tag game that warms up the arms and legs.

What You Need

Equipment

- A sunny day
- An outdoor playing area

No. of children

- 6 or more

How To Play

1. Mark clear boundaries for an outdoor play area that allows enough room for children to run and chase each other. Be sure that it is sunny outside when you play this game.
2. Divide the children into pairs.
3. Ask one member of each pair to be Number 1 and the other member of each pair to be Number 2.
4. Ask the children to tell you what and where their shadow is.
5. Explain and demonstrate that:
   - When you say "Number 1s," all of the 1s will chase their partner's shadow. The number 2s will run so that their partners cannot step on their shadows.
   - While chasing the shadow, the 1s will count the number of times they are able to step on a partner's shadow.
   - When you say "Number 2s," all of the 2s will change roles and chase the shadow of their partner (the Number 1s).
6. Change the number you call out every 30 seconds.

⚠ Make sure the children are watching for others at all times.

Watch For

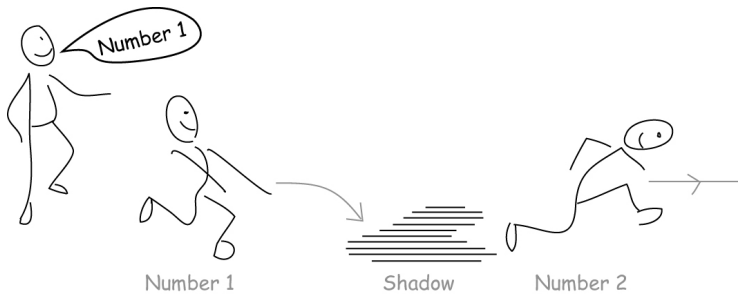
- Are the Number 1s chasing the shadows of the Number 2s when they hear you call "Number 1s?"
- Are the children counting out loud every time they step on their partner's shadow?
- Are the children being careful not to bump into one another?

Variations

- Call out different ways for the children to move as they run away and chase each other. For example, walking, hopping, marching, with straight legs, skipping, etc.

Inclusion

- Refer to pp. G7-G11.



SHARKS AND ISLANDS

Goal Of The Game

A running and tag game to warm up the arms and legs.

What You Need

Equipment

- Chalk or hula hoops – 3-10

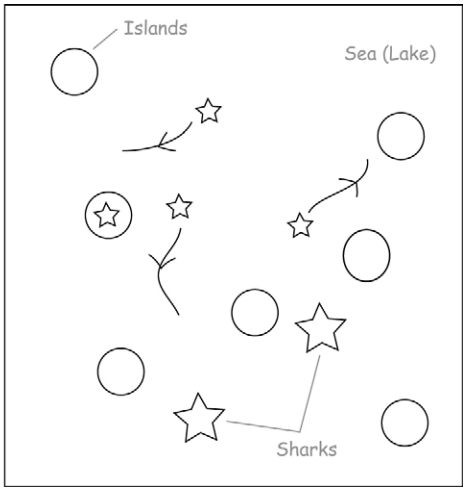
No. of children

- 6 or more

How To Play

1. Mark clear boundaries for the playing area allowing enough space for children to run and chase each other.
2. Place 3-10 hula hoops on the ground (or draw circles using the chalk). The hoops should be spread out in the playing area. (Place more hoops for a larger number of children).
3. Tell the children that the circles are Islands and the ground outside the circles is the Sea.
4. Ask for 1-2 volunteers to play the Sharks. Demonstrate to the children how to look like a Shark by placing your hand on your head to look like a shark fin.
5. Explain and demonstrate that:
   - The Sharks will run around the sea and try to tag another child.
   - If a child is tagged by a Shark, the child becomes a Shark and the Shark becomes a child swimming (they change roles).
   - Children may take a rest from swimming in the Sea (running around) by standing on one of the Islands.
   - There are rules for the Islands. Only one child can stand on an Island at any one time.
   - Every child is only allowed on an Island for 5 seconds at a time (they must count out loud).
   - If a child is standing on an Island and another child approaches the Island, the second child must say "Excuse me, please" and the child standing on the Island must get back into the water (even if the child has been standing on the Island for less than 5 seconds).
6. The game continues for as long as desired.





Watch For

- Are the children remembering to say politely "Excuse me, please?"
- Is each child getting a chance to play the role of the shark?
- Are the children staying on the Islands for only 5 seconds at a time?

SHARKS AND ISLANDS CONTINUED

Variations

- For a large group, increase the number of Sharks.
- Space the islands farther apart.
- Each time a new child is tagged, that child will joins the Shark team until there are no remaining children – and everyone is a Shark.

Inclusion

- Refer to pp. G7-G11.

WHAT IS LEADING?

Goal Of The Game

A circle game in which children move around in a circle leading with different parts of their bodies.

What You Need

Equipment

- None

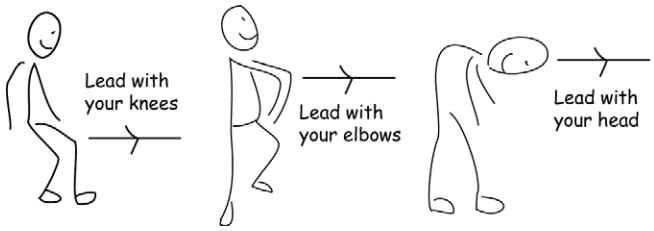
No. of children

- 6 or more

How To Play

1. Ask the children to stand in a circle leaving an arm's length between each other.
2. Explain and demonstrate that:
   - When you call out a part of the body, they will walk around the circle in a clockwise direction leading with that part of their body. For example "Lead with your arm," "Lead with your hip," "Lead with your head," "Lead with your toes," etc.
   - When leading with any part of the body, the children must stick that part out in front of them and continue walking.
3. Continue calling out parts of the body until the children have warmed up from head to toe.
4. The game ends at your discretion.

⚠ Make sure the children are watching for others at all times.



Watch For

- Are the children leading with the body parts you are calling out?
- Are the children being careful not to bump into one another?

Variations

- Call out different ways for the children to move as they move around the circle. For example, "Walk leading with your knees," "Hop leading with your head," "March leading with your hip," etc.

Inclusion

- Refer to pp. G7-G11.

COOL-DOWNS

As If G46
Bridges and Tunnels G47
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Slow Leak G52
Tall, Small and Wide G53
The Big Tree G55

AS IF

Goal Of The Game

To act out creative verbal instructions.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Ask the children to find an open space in the play area and face you.
2. Explain and demonstrate that:
   - You will call out a sentence to the group. For example, "Hop as if you are a bunny rabbit."
   - They will then perform the action in the sentences you call out.
   - Examples of actions you can say include:
   - Jump in place as if you are popcorn popping.
   - Run as if there is a scary animal chasing you.
   - Walk forward as if you are walking through chocolate pudding.
   - Reach up as if you are grabbing balloons out of the air.
   - Paint as if the paint brush is attached to your hand.
   - Swim as if you are in a giant pool of water.
   - Shake your body as if you are a wet animal drying off.
3. Add as many other ideas as you can think of.
4. Give the children an opportunity to add their own ideas as well.
5. The game finishes at your discretion.

⚠ Ask children to watch for others to avoid collisions and accidents.

Watch For

- Is every child able to identify the action in the sentences you call?
- Are the children providing creative examples of actions for the group to do?

Variations

- Start the game by giving only 1-2 examples. Then ask every child to lead the group for 1-2 creative actions. Encourage them to be as creative as possible imagining themselves in different parts of the world and as different people or animals.

Inclusion

- Refer to pp. G7-G11.

BRIDGES AND TUNNELS

Goal Of The Game

Children follow instructions and form bridge or tunnel shapes with a partner.

What You Need

Equipment

- None

No. of children

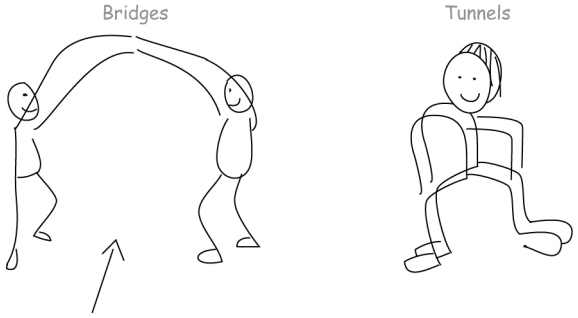
- 6 or more

How To Play

1. Ask the children to find an open space in the play area.
2. Explain and demonstrate that:
   - When you *say, "Go!"* they should move freely about the play area hopping, jogging, dancing or marching.
   - You will call out either "Bridge" or "Tunnel."
   - When they hear the word "Bridge," they should find a partner, stretch their arms in the air and touch palms with their partner.

⚠ Ask children not to lean on their partner when making the bridge shape to avoid falling into one another.

   - When they hear the word "tunnel," they should find a different partner and stand back to back, spreading their legs wide apart, placing their hands on their knees, and bending over slightly.
   - After holding either position for 15 seconds, you will *say, "Go!"* again and they should continue moving around the play area until the next position is called.
3. The game ends at your discretion.



Watch For

- Is every child working with a partner to create bridge and tunnel shapes?
- Are children being good-natured and cooperative?
- Are children choosing a variety of partners each time "bridge" or "tunnel" are called?



Variations

- Demonstrate additional descriptions and positions to add to the game. For example:
  - "Road" – children find a partner and lie on the ground with their feet touching each other.
  - "Mountains" – children find a partner and stand side-by-side, then bend over and place their hands on the ground 1 metre in front of their bodies.
  - "Water Well" – children find a partner and kneel facing each other, they then create a circle (the well) with their arms, holding hands with their partner.



Inclusion

Refer to pp. G7-G11.

FARMYARD

Goal Of The Game

Children are assigned one of three animals. While keeping their eyes shut, the children must find and link arms with other children who are assigned the same animal.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Ask the children to find an open space in the play area.
2. Choose three animals.
3. Secretly assign an animal to each child. Try to assign the animals evenly.
4. Explain and demonstrate that:
   - Players must keep their animal a secret.
   - Ask children to close their eyes.
   - Ask children to move carefully around the play area, with their eyes closed, making the sound their animal makes.
   - Children should use the animal sounds to find and link arms with other children who are the same animal as they are.
   - The only means of communication allowed is the animal sounds.

⚠ Make sure the children are not pushing others as they walk around with their eyes shut.

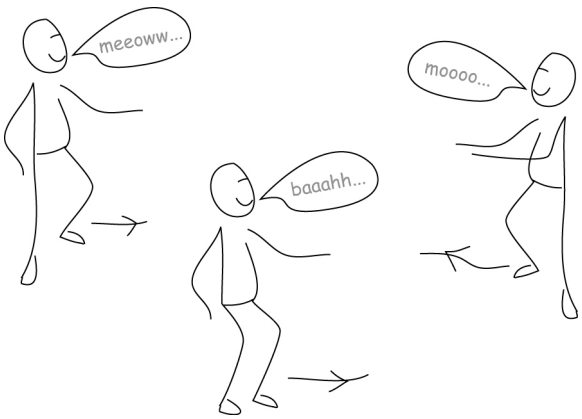
⚠ Ask children to move slowly so they do not have any accidents.

Watch For

- Are children only using animal sounds to find animals that are the same as them?
- Are children moving into any areas that are dangerous because they have their eyes shut?

Inclusion

- Refer to pp. G7-G11.



HIGH 5S

Goal Of The Game

A simple jogging game where children move around and give each other High 5s. A High 5 is when you slap another person's hand palm to palm high in the air as a sign of encouragement.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Ask the children to find an open space in the play area.
2. Explain and demonstrate that:
   - They should jog around the play area.
   - When they pass another player they should raise their arm, open their palm and give the other player a High 5.

⚠ Ask the children to High 5 gently.

Watch For

- Is every child giving a High 5 to the children they pass?
- Are children being good-natured and cooperative?
- Are children giving High 5s gently?

Inclusion

- Refer to pp. G7-G11.



High 5

LAZY DAY REST

Goal Of The Game

To cool and relax the body while contracting and relaxing various muscles.

What You Need

Equipment

- Clean and comfortable floor to lie on (for example, a rug, towel, or grass)

No. of children

- 6 or more

How To Play

1. Ask children to lie on their backs, legs slightly apart and arms relaxed at their sides.
2. Ask the children to **slowly** contract and relax different muscles for example:
   - Take a deep breath, hold and relax.
   - Pull your toes toward and then away from your body, hold and relax.
   - Pull your tummy in, hold and relax.
   - Make a tight fist with your hand, hold and relax.
   - With your hands at your side shrug your shoulders, hold and relax.
   - Smile while turning your head from side to side. Now frown and repeat action.
3. Continue asking the children to slowly contract and relax different muscles until they have cooled down and are relaxed.

⚠ Make sure there is enough space between children so they do not hit each other as they follow the instructions.



Lying down

Watch For

- Are the children trying not to disturb each other?
- Are the children moving slowly and avoiding sudden stretches?
- Are the children behaving calmly and quietly?

Variations

- Ask the children to stand or sit while completing the activities. A chair may also be used.

Inclusion

- Refer to pp. G7-G11.

SLOW LEAK

Goal Of The Game

A dramatic game where children pretend to be deflating balloons.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Ask children to pretend they are a big balloon (they can do this by waving their arms in the air, bouncing around the room, hopping, etc.).
2. Explain and demonstrate that:
   - You will tell them that different things are happening to the environment or to the balloon. They must use their bodies to act as though they are a balloon in the situation you describe.
   - For example, "Pretend you are a balloon and a big wind storm has just picked you up and into the air," "Pretend you are a balloon and you have been tied to the back of a bicycle that is riding around town," "Pretend you are a balloon that is tied to a ceiling fan," etc.
3. The final situation you present should be this one: "Pretend you are a balloon that has a small hole in it and the air is slowly leaking out." Ask the children to pretend they are deflating by slowly moving their bodies downward until there is no more air left in the balloon and they are in the crouching position, making no movements.
4. Allow the children to stay in the final position for 10-20 seconds to allow the body to cool down before stretching begins.

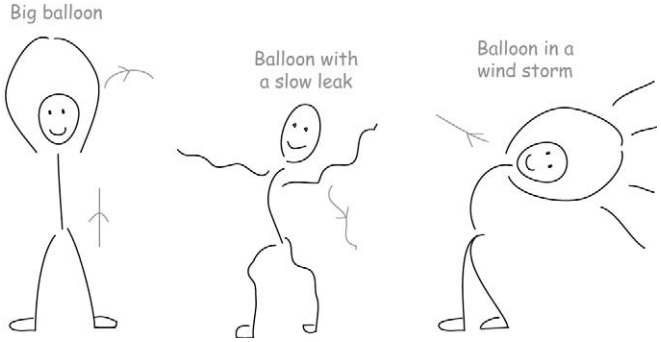
⚠ Make sure there is enough space between children so

Watch For

- Are the children disturbing others?
- Are the children moving slowly, avoiding sudden stretches?
- Are the children playing calmly and quietly?

Inclusion

- Refer to pp. G7-G11.



TALL, SMALL AND WIDE

Goal Of The Game

To practise creative ways of stretching the body.

What You Need

Equipment

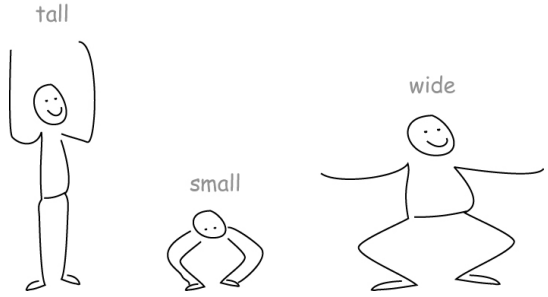
- None

No. of children

- 6 or more

How To Play

1. Ask the children to find a space in the play area where they have at least an arm's length of space on either side of them.
2. Ask them to stand facing you.
3. Tell the children that in this game they will get a chance to stretch their bodies in many different ways. It is important that they remember not to bounce when they stretch, but to stretch slowly and to hold each stretch for 6-8 seconds.
4. Ask the children if they can make themselves "As tall as a house, as small as a mouse or as wide as a wall?"
5. Explain and demonstrate that:
   - By standing on tiptoe and stretching their arms up high, they are as tall as a house. Ask them to hold this stretch for 6-8 counts.
   - By crouching down and hugging their knees, while tucking their head in they are as small as a mouse. Ask them to hold this stretch for 6-8 counts.
   - By stretching out their arms and legs as wide as possible they are as wide as a wall. Ask them to hold this stretch for 6-8 counts.
6. Ask the children if they can think of anything else that is tall (for example, a hill, a building, the school). Continue stretching for each tall example.
7. Repeat the questions for small things and wide things. With each example, do the stretch.



Watch For

- Are the children stretching slowly?
- Are the children being careful not to bounce with the stretch?
- Are the children breathing during these stretches?

TALL, SMALL AND WIDE CONTINUED



Variations

- Name different items, objects or locations and have the children do the stretch that best represents it. For example:
  - Tall – building, tower, tree
  - Small – insect, berry, nut
  - Wide – road, butterfly, airplane



Inclusion

- Refer to pp. G7-G11.

THE BIG TREE

Goal Of The Game

To cool down and relax the body by stretching various muscles.

What You Need

Equipment

- None

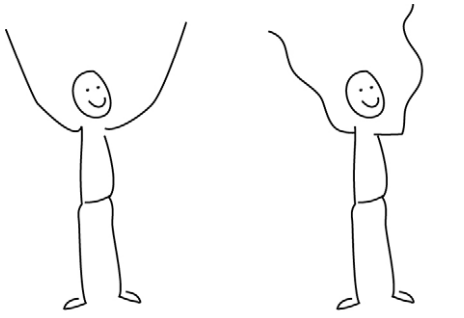
No. of children

- 6 or more

How To Play

1. Ask the children to stand with their feet shoulder-width apart.
2. Ask the children to:
   - Stretch as wide as you can as if you are the biggest tree in the world.
   - Squeeze all of your muscles at one time as if you are a tree that is frozen in the winter.
   - Be soft, like the leaves of a soft, leafy tree.
   - Be stiff like a big tree. Now move your arms as though a gentle wind is blowing the branches. Now a big wind is blowing the branches. Now the branches fall to the ground.
3. Allow the children to remain in the final position for 10-20 seconds to cool the body down.

⚠ Make sure there is enough space between children so they do not hit each other as they follow the instructions.



Big Tree A tree in the wind

Watch For

- Are the children slowing down their movements?

Variations

- Ask the children to do the opposite action when you give instructions. For example, when you say "stretch as wide as you can," the children would squeeze as small as they can.

Inclusion

- Refer to pp. G7-G11.

RED MIND BALL GAMES



Sample Opening Discussion Questions G57

Age 10+

500 ..... G58

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SAMPLE OPENING DISCUSSION QUESTIONS



Ages 10+

- What is an example of a valuable skill you have? What steps did you take to develop that skill?
- Are you a good listener? Why do you say so? How can you tell if someone is really listening to you? What are some clues?
- Some people say, "Think with your heart, not with your head." When might that be good advice? When might that be bad advice? Which do you do most often?
- Which is easier: to tell someone how to do something (like how to fold a paper airplane) or to show them? Which is easier to understand: being told or being shown?
- Do you usually think things over carefully before you make a decision? What is a time when you had to make a big decision? How did you make it? Did you ask anyone for help? Would you approach the decision differently now?
- Recall a time when you wanted to know more about a topic. What was the topic? How did you find out more information?
- Are you a careful observer? Why do you say so?

Ages 10+

- What is an example of valuable knowledge you have? What steps did you take to develop that knowledge?
- Does time make a difference in the way you see things? For example, what does a quick look give you that a long look does not? What does a long look give you that a quick look does not?
- What is an example of a time when your eyes "played tricks" on you? How do you explain that? What is more important when you look at something:
    - What is in front of your eyes (the actual object)?
    - What is behind your eyes (your expectations, knowledge and beliefs)?

500

Key Learning

To develop concentration and memory skills.

Goal Of The Game

To accumulate points by catching a ball that is thrown.

What You Need

Equipment

- Ball (preferably one that bounces easily) – 1 per group

No. of children

- 6 or more

How To Play

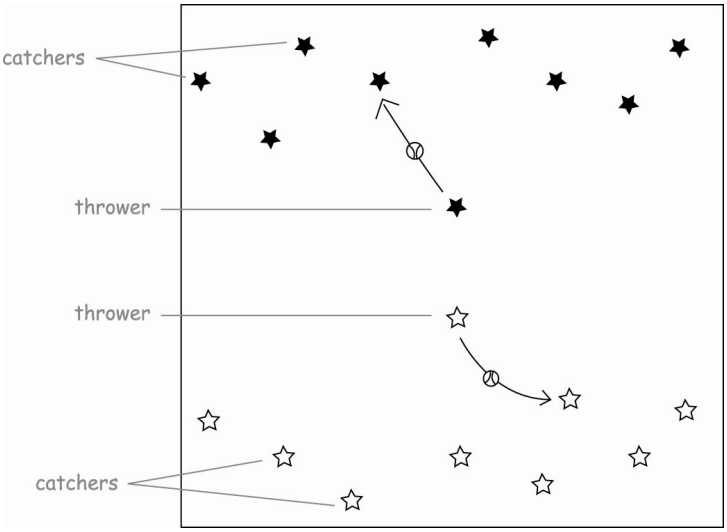
1. Divide the children into groups of 4-6.
2. Assign a child in each group to be the Thrower.
3. Ask the other children to stand about 10 metres from the Thrower.

⚠ Be sure that each team is standing far away from other teams.

4. Explain and demonstrate that:
   - The Thrower will throw the ball high into the air and in the direction of the rest of the group.
   - The children must try to catch the ball before it bounces. A ball caught before it touches the ground is worth 100 points; after one bounce 75 points; after two bounces 50 points; after three bounces 25 points.
5. Remind children that they must keep track and remember their score throughout the game. Try to listen to their scores as the game progresses to ensure that children are adding correctly.
6. The first child to reach 500 on each team becomes the new Thrower.

⚠ Ensure that the play area is free of obstacles.

⚠ Ensure that children are not being rough with each other.



Watch For

- Are the children able to add and remember their point totals?
- Are the children respecting each other's space and playing safely?

Discussion

Reflect

- How did you stay focused and remember your score?
- During the game, when was it most important to concentrate?

Connect

- What are some things in life that can make it difficult to concentrate?
- What are some things you can do to help maintain your concentration?

Apply

- When do you have to use these concentration skills in your daily life?

Variations

- Use a smaller ball.
- If the ball is dropped, the child loses 50 points.
- Children have to keep track of everybody's scores --- periodically ask children to tell you how many points everyone has in the game.

Inclusion

- Refer to pp. G7-G11.

BATTER BALL

Key Learning

To develop organizational skills and strategic thinking.

Goal Of The Game

A team game in which the children try to get the "Batter Ball" over the other team's line.

What You Need

Equipment

- Soft balls – 1 for each player if possible
- Larger ball (for example a beach ball) – 1 for each pair of teams
- Chalk (anything to mark 2 lines)

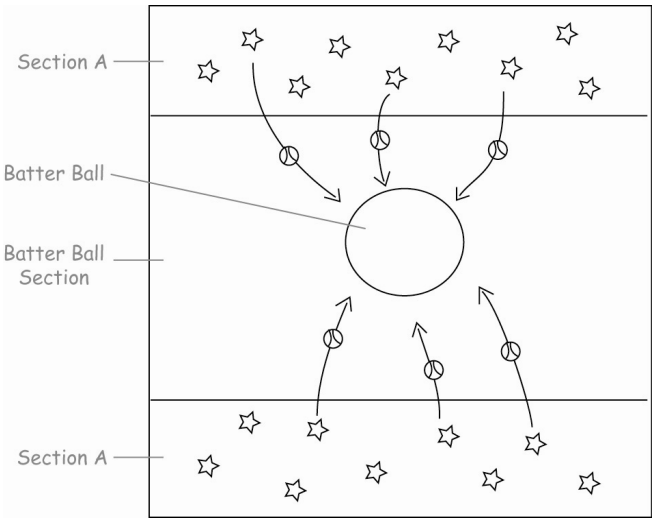
No. of children

- 6 or more

How To Play

1. Divide the play area into 3 sections: Section A, Batter Ball Section, Section B (see diagram).
2. Divide the children into an even number of teams with 3-10 children on each team.
3. Pair up teams to play against each other calling one Team A and the other Team B.
4. Ask Team A to stand in Section A and Team B to stand in Section B.
5. Place the large ball, the "Batter Ball," in the centre of the Batter Ball Section.
6. Give each child a soft ball if there are enough. If not, divide the balls evenly between the teams.
7. Explain and demonstrate that:
   - The aim is to move the Batter Ball into the other team's section.
   - The Batter Ball can only be moved by throwing the soft balls at it. No hands can touch the Batter Ball.
   - The children can step out of their section to retrieve the soft balls. Children can only throw soft balls from inside their section.
   - Points are scored when the Batter Ball is pushed into the other team's section.
8. Place the Batter Ball back in the centre of the play area after a point has been scored, and repeat the game.
9. Give each team time in between rounds to come up with a team strategy to improve success.

⚠ Make sure the children are not throwing the balls at each other.



BATTER BALL CONTINUED

Watch For

- Are the children enthusiastic?
- Are children throwing the balls with the intent of hitting the Batter Ball?

Discussion

Reflect

- Was it hard to get the Batter Ball over the other team's line?
- What strategies did your team use to move the Batter Ball?
- If you were to play the game again, what would your team do differently?
- Was it helpful when the whole team worked together at getting the ball over the line? Why?

Connect

- Where else in your life has it been helpful for you to work on a team?
- What are some of the challenges that often come up when trying to create a plan/strategy with a team?

Apply

- What role can you take the next time you are on a team that needs to come up with a plan?

Variations

- Increase the size of the Batter Ball Section.
- Add 1-2 more Batter Balls.

Inclusion

- Refer to pp. G7-G11.

CIRCLE CHASE

Key Learning

To develop concentration, attention and organizational skills.

Goal Of The Game

To tag the child in front of you and avoid being tagged.

What You Need

Equipment

- None

No. of children

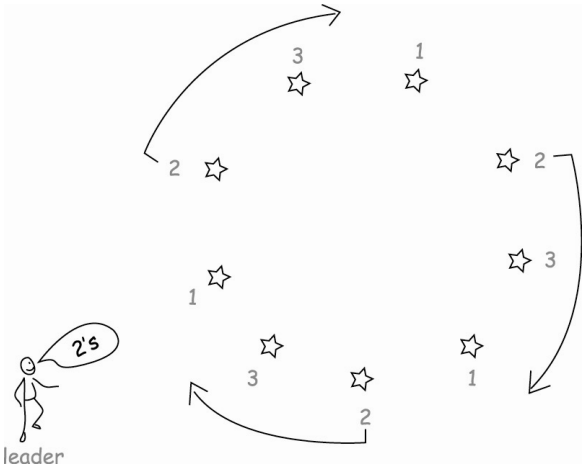
- 6 or more

How To Play

1. Ask children to stand in a circle, at least 1 metre apart.
2. Number the children from 1–3 (or 1–4 for a larger group).
3. Explain and demonstrate that:
   - When they hear the number "1" called, all the 1s must run around the outside of the circle (clockwise) and try to tag the runner ahead. The 2s do the same when "2" is called (see diagram).
   - The runners must try to avoid being tagged before they get back to their starting spot in the circle.
   - If a child tags the child in front, you award 1 point (ask children to keep track of their own points).

⚠ Make sure the children tag each other gently.

4. Continue to call out numbers and repeat the game.



Watch For

- Is each child reacting when its number is called?
- Are the children gently tagging one another?

CIRCLE CHASE CONTINUED



Discussion

Reflect

- In the game, what was more important to you: tagging the person in front of you or avoiding getting tagged? Why?
- If you were tagged, how did you change your strategy in the next round to avoid getting caught?

Connect

- What are some challenges you face when you do more than one thing at a time?

Apply

- What can you do to help yourself do more than one thing at a time?



Variations

- Instead of tagging the child in front, challenge the children to run past the child in front of them.
- Instead of running, ask the children to hop on one foot or walk like a crab.
- Make the circle bigger.



Inclusion

- Refer to pp. G7-G11.

CLOCK POINTERS

Key Learning

To develop organizational and numeracy skills.

Goal Of The Game

A team game in which the children physically demonstrate what a clock would look like at a given time.

What You Need

Equipment

- Chalk or sticks (anything to draw numbers on the ground)

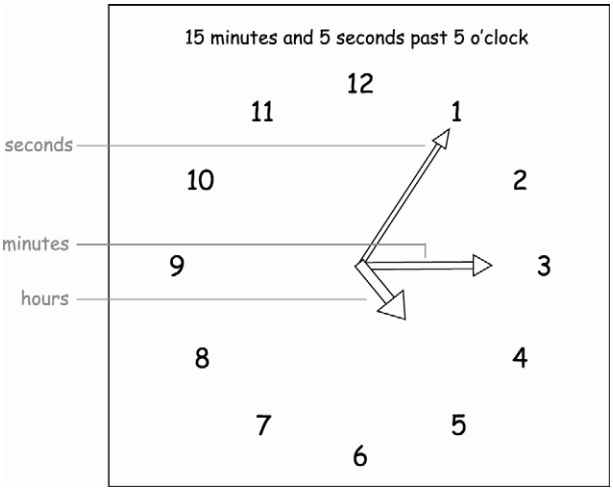
No. of children

- 6 or more

How To Play

⚠ Ensure that the play area is clean and safe.

1. Divide the children into groups of 3.
2. Have each team draw a large clock on the ground using chalk (see diagram).
3. Ask the children if they know what the 3 hands on a clock represent (seconds, minutes, hours). Be sure to explain if they are confused.
4. Ask each team to pick 1 person to play the second hand, 1 person to play the minute hand and 1 person to play the hour hand.
5. Explain and demonstrate that:
   - You will call out a time with the hour, minutes and seconds (for example, 25 minutes and 30 seconds past 7 o'clock).
   - Each team must show the required time by stepping or lying on the correct part of the clock.
6. Begin by calling out times that are easier (for example, 7 o'clock exactly). Then move to more difficult times (for example, 43 minutes and 26 seconds past 3 o'clock).
7. The game finishes at your discretion.



Watch For

- Are the children organizing themselves efficiently and cooperatively?
- Do all the children seem to understand the concept of time?

CLOCK POINTERS CONTINUED

Discussion

Reflect

- What was the most difficult aspect of this game?
- How did your team improve its ability to do the task quickly?

Connect

- Why is it important to know how to tell the time in life?

Apply

- What are some things you can do to help you succeed in telling time?

Variations

- Have the teams challenge each other by calling out the time themselves. For example, Team A picks a time and Teams B, C and D create the clock. Then Team B selects a time and calls it out for the other teams to create.

Inclusion

- Refer to pp. G7-G11.

COUNT IT UP

Key Learning

To develop concentration, attention and memory skills.

Goal Of The Game

A circle game in which a ball is thrown between the children in a specific predetermined sequence.

What You Need

Equipment

- Ball or object – 1 per team

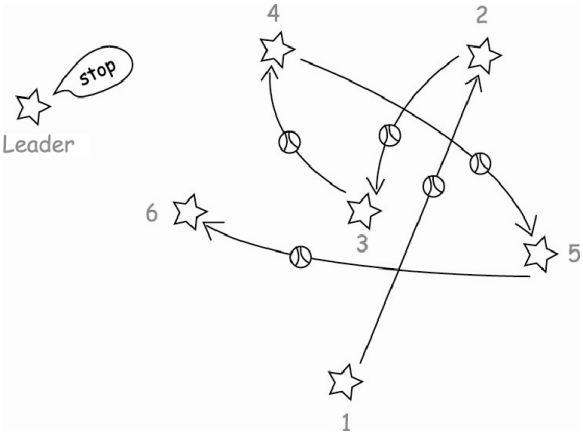
No. of children

- 6 or more

How To Play

1. Divide the children into teams of 6-10.
2. Ask each team to form a circle.
3. In each group, number each child starting with 1 (see diagram).
4. Give Number 1 on each team a ball.
5. Ask the children to remember the child to their left and to their right (for example, Number 2 should remember who Number 1 and 3 are).
6. Tell the children to scatter across the play area.
7. Explain and demonstrate that:
   - When the game begins, the players will move around the play area.
   - When you say "Stop," the children must stop on the spot. Number 1 will start by throwing the ball to Number 2, Number 2 will throw to Number 3, Number 3 will throw to Number 4, and so on.
   - If the ball is dropped, encourage the children to pick it up and continue.
   - When the sequence is complete, the children will move around the play area again and wait for the next "Stop."
   - The goal of the game is to complete the sequence as many times as possible without dropping the ball.
8. Ask the children to count how many times they can complete the sequence without dropping the ball.
9. The game finishes at your discretion.

⚠ Make sure the children are running carefully and not colliding with each other.



Watch For

- Do the children remember their numbers and the sequence for throwing the ball?
- Are the children able to complete more sequences without dropping the ball as the game goes on?
- Are the children encouraging each other?

COUNT IT UP CONTINUED

Discussion

Reflect

- What did you have to do to become successful at this game?
- What was happening that made it hard for you to concentrate?

Connect

- In your daily life, when do you have to focus and concentrate?
- What strategies have you found to help you focus and concentrate?

Apply

- In the future, can you think of times when it will be really important to be able to concentrate?
- Why is it important to be able to focus and concentrate?

Variations

- Challenge the groups to complete the sequence in a certain amount of time. Decrease this time and see if they can succeed with more difficult goals.
- Have the children count backward so that Number 6 throws the ball to Number 5 who throws the ball to Number 4, etc.
- Have the children move by hopping on one foot only.

Inclusion

- Refer to pp. G7-G11.

THINK QUICK

Key Learning

To develop concentration, attention and strategic thinking skills.

Goal Of The Game

A dodge ball-like game in which teams gently throw the ball to hit children in the middle of the circle.

What You Need

Equipment

- Very soft ball – 1 per team

No. of children

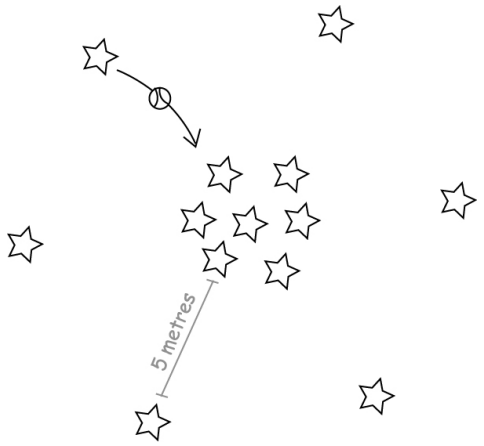
- 6 or more

How To Play

1. Create a large circular area using chalk or markers.
2. Ask for one volunteer to be the "thrower."
3. Ask the remaining children to stand in the middle of the circle.
4. Explain and demonstrate that:
   - The "thrower" will throw the ball and try to hit the children on in the circle below the waist.
   - The children in the circle will work to avoid being hit by the ball by jumping, dodging or ducking.
   - When a child in the circle gets by the ball (below the waist), he/she must join the "thrower" and work with the "thrower" to tag other children in the circle.

⚠ Ensure the children are throwing below the waist and are not hurting each other.

5. The game is complete when there is only one child remaining in the circle.
6. Repeat the game allowing new volunteers to play the role of the original "thrower."



Watch For

- Are the children throwing the ball to hit below the waist?
- Are the children supporting each other?

THINK QUICK CONTINUED

Discussion

Reflect

- What did you have to do to be successful at this game?
- What strategies did you use to avoid being hit by the ball?

Connect

- What are some other times in life when you have to be really alert and aware of your surroundings?

Apply

- What can happen if you are not alert and aware in regards to your safety when you are crossing the street?
- What can you do to make sure you are alert and aware in the future?

Variations

- Use smaller soft balls.
- Begin the game with only one "thrower."

Inclusion

- Refer to pp. G7-G11.

HOOP BALL

Key Learning

To develop organizational skills and strategic thinking.

Goal Of The Game

To accumulate points in a basketball-like game, by working as a team to pass the ball to a teammate standing in a hoop or circle.

What You Need

Equipment

- Ball
  – 1 per pair of teams
- Hoops (circles on the ground)
  – 1 for each team

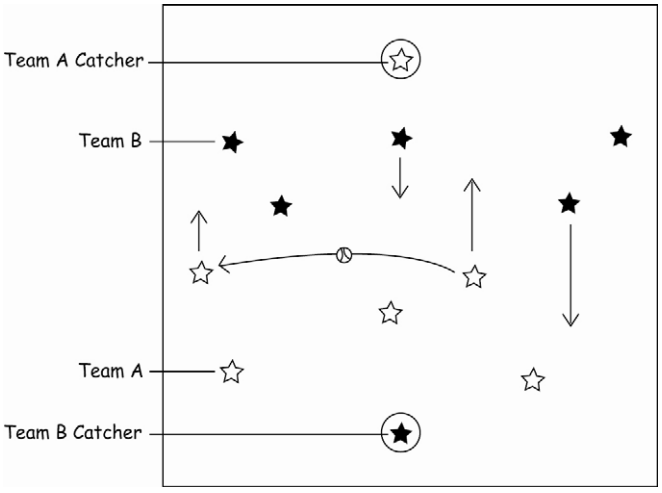
No. of children

- 6 or more

How To Play

⚠ Ensure that the area is free of obstacles.

1. Divide the players into teams of 4-6 people (two teams will play against each other).
2. Mark a rectangular playing area for each pair of teams.
3. Place a hoop or circle at the back of each play area (see diagram).
4. Ask each pair of teams to stand on opposite sides of the play area (see diagram).
5. Assign a person on each team to be the Catcher. Tell the Catcher to stand in a hoop at the back of the opponent's playing area.
6. Explain and demonstrate that:
   - The children must pass the ball to their team members and try to get the ball to their Catcher.
   - Players cannot move when they have the ball.
   - When the ball is dropped or intercepted, play stops. The other team gets the ball and tries to score a point in the other direction.
   - When the Catcher catches the ball without leaving the hoop, a point is scored. The Catcher then puts the ball down behind the hoop. The opponents pick up the ball and begin to play in the other direction.
   - The Catcher will rotate every 1-3 minutes.
7. Pause the game after 3-4 minutes and give each team 2 minutes to discuss a strategy to succeed at the game.
8. The game ends at your discretion.



Watch For

- Are the children communicating about "organizing" and "planning" to be successful?
- Are there children taking on the role of leaders?

Discussion

Reflect

- How was this game difficult at the beginning?
- How did your team overcome the difficulties to be more successful?
- What are the different roles people on the team played?

Connect

- What are some of the different groups/teams you are a part of? What are the different roles you play on each of those teams?
- When in your daily life do you need to strategize and organize to be successful?

Apply

- What are some things you can do in the future to successfully strategize with a group of people?

Variations

- Set a rule that each team must pass the ball 8 times before throwing it to the Catcher.
- Tell the children that every team member must touch the ball before it goes to the Catcher.
- Tell children they must bounce the ball during each pass to a teammate (the ball must hit the ground before being caught again).

Inclusion

- Refer to pp. G7-G11.

ROCK, PAPER, SCISSORS, BINGO!

Key Learning

To develop concentration and attention skills.

Goal Of The Game

An individual game in which the children play rock, paper, scissors to win letters from each other and spell the word BINGO.

What You Need

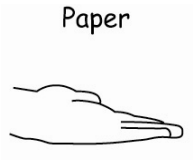
Equipment

- None

No. of children

- 6 or more







How To Play

1. Randomly assign each child a letter from the word BINGO. Ensure that everyone knows their letter and keeps it to themselves.
2. Explain and demonstrate that:
   - The children will be playing rock, paper, scissors.
   - The hand symbols that the children make will determine a winner (see diagrams):
   - Rock – a closed fist
   - Paper – an open flat hand
   - Scissors – make the "peace symbol" and point your index finger at your partner
   - Ask all the children to find a partner.
   - To play the Rock, Paper, Scissors Challenge, both children count together to three and then use one hand to show their choice of Rock, Paper or Scissors.
   - If both players show the same symbol, they play again until they show different symbols.
   - To determine a winner:
   - Rock beats scissors (it crushes them)
   - Scissors beat paper (they cut it)
   - Paper beats rock (they wrap it)
   - The winner of a Rock, Paper, Scissors Challenge is told the other player's letter (B, I, N, G or O). The players separate and find someone else to challenge.
   - The goal of the game is to win enough Rock, Paper, Scissors Challenges to win all the letters that spell BINGO.
   - Players can use the letter they were assigned at the start (for example, a player assigned the letter "I," only has to collect B, N, G and O).
3. Encourage the children to keep their letters secret. This keeps the game more suspenseful and exciting.
4. Encourage whoever gets "BINGO" first to yell it out loud.

ROCK, PAPER, SCISSORS, BINGO! CONTINUED



Watch For

- Are the children able to keep track of their letters?
- Are the children playing the Rock, Paper, Scissors Challenge correctly?



Discussion

Reflect

- What was difficult about this activity?

Connect

- When in life do you have to remember many things at one time?
- What do you do to help yourself remember many things for a test or quiz?

Apply

- When would you use these methods to help you remember things at home?



Variations

- Children win a letter when they have won two Rock, Paper, Scissors Challenges against any given partner.
- Pick a different word and assign its letters to all of the children. Play the same game and have the children spell that word instead of "BINGO."



Inclusion

- Refer to pp. G7-G11.

SECRET DIRECTOR

Key Learning

To develop attention and concentration skills.

Goal Of The Game

A circle game in which the children quickly copy the actions of the Secret Director so the Guesser does not guess which child is the Secret Director.

What You Need

Equipment

- None

No. of children

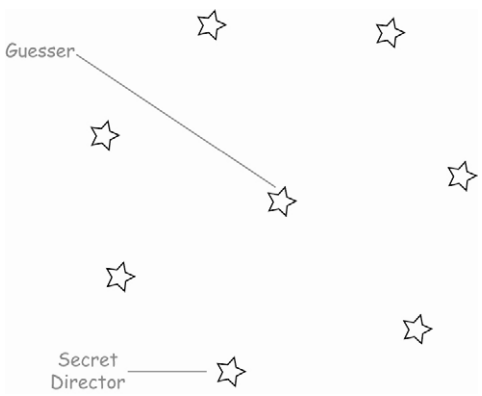
- 6 or more

How To Play

1. Ask the children to form a circle.
2. Explain and demonstrate that:
   - The job of the Secret Director is to make movements that all of the other children will follow (for example, the Secret Director might jump on the spot).
   - The Secret Director should change the movement every 30 seconds.
   - The rest of the children will repeat the Secret Director's actions as quickly as possible so that the Guesser cannot tell who the Secret Director is. (Make sure players don't stare at the Secret Director because that will give it away!)
   - The Guesser will stand in the centre of the circle. The Guesser will look around the circle and have three guesses to find the Secret Director is.
   - If the Guesser does not find the Secret Director after three guesses, the Secret Director should step forward.
3. Ask a volunteer to step forward and act as the Guesser. The Guesser will leave the play area or look away while you select a Secret Director.
4. Quietly choose a Secret Director.
5. Ask the Guesser to return to the play area and stand in the middle of the circle. Make sure the children don't give away who the Secret Director is when the Guesser comes back!
6. You should start the game by performing an action for everyone to follow.
7. Then allow the Secret Director to pick up the game and lead everyone through the actions.

⚠ Make sure the actions of the Secret Director do not put any children in danger.

8. Switch the roles of Guesser and Secret Director after three guesses or when the Guesser has discovered who the Secret Director is.



SECRET DIRECTOR CONTINUED

Watch For

- Is every child who plays the role of the Secret Director able to create movements for the other children to follow?
- Are all the children able to follow the Secret Director's movements in a timely manner?

Discussion

Reflect

- As the Guesser, how did you try to guess who the Secret Director was?
- What did you do as the Secret Director to hide from the Guesser?
- Why was it important to concentrate and pay close attention to your teammates, the Secret Director, and even the Guesser in this game?
- What did the rest of you do in order to keep the "Secret Director's" identity hidden?

Connect

- How can paying attention to our surroundings be useful in other situations?

Apply

- What are some ways you can better pay attention to your surroundings in life (for example, when you are crossing the street)?

Variations

- Add more Guessers or Secret Directors.
- Ask all the children to close their eyes and you secretly pick a Secret Director. This will challenge the children to pay closer attention to their teammates to figure out whose actions they have to follow.

Inclusion

- Refer to pp. G7-G11.

STAR RELAY

Key Learning

To develop concentration and memory skills.

Goal Of The Game

Relay race to run in a figure-eight pattern around the designated cones.

What You Need

Equipment

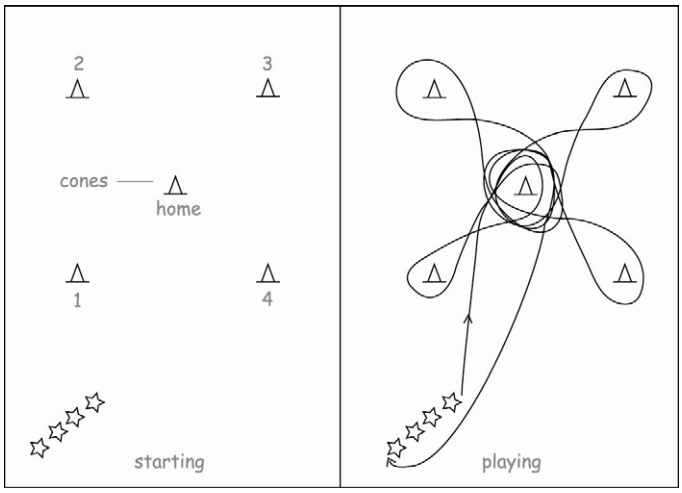
- Cones – 5 for every team

No. of children

- 6 or more

How To Play

1. Divide the children into teams of 4-6.
2. Arrange a set of cones next to each team in the pattern shown in the diagram.
3. Ask each team to line up next to one of the outside cones (see diagram).
4. Explain and demonstrate that:
   - This is a relay activity.
   - Each child will get a turn to run through the course.
   - The middle cone is called Home.
   - The course involves weaving a "figure eight" around Cone 1 and Home, then Cone 2 and Home, then Cone 3 and Home, and then Cone 4 and Home – making a flower design with their path (see diagram).
   - When finished, a player tags the hand of the next child in line and they begin the course.
5. The race ends when all children have had a turn on the course.



Watch For

- Are the children running around the cones in the proper direction and order?
- Are the children cheering on their teammates?

STAR RELAY CONTINUED

Discussion

Reflect

- What was the most challenging aspect of this relay?
- How did you overcome that challenge?

Connect

- When else have you had to be physically active while focusing/concentrating on something?

Apply

- What can you do in the future to stay focused while being physically active?

Variations

- Once the children are comfortable with the relay, allow them to go in sequence. For example, let the second child in line start running once the first child has run a figure eight around the first pylon. Emphasize that they should be careful not to run into the other children running the course.
- Try running backward.
- Instead of running have the children hop through the course.

Inclusion

- Refer to pp. G7-G11.

THROW AND DUCK

Key Learning

To develop concentration and attention skills.

Goal Of The Game

A relay activity in which children must throw and catch a beanbag.

What You Need

Equipment

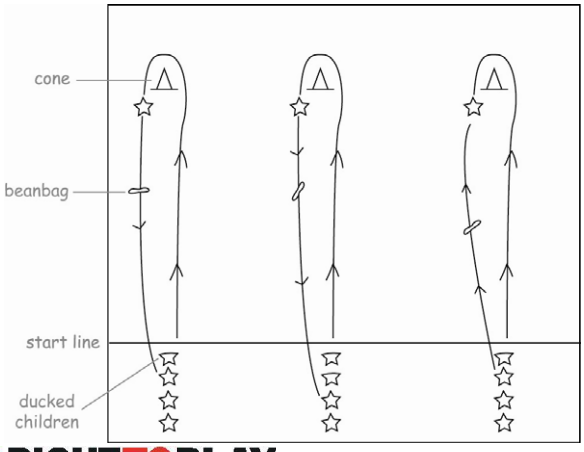
- Chalk
- Beanbag or rolled up pair of socks – 1 for each team

No. of children

- 6 or more

How To Play

1. Mark a clear start line using chalk or markers.
2. Divide the children into teams of 5-6.
3. Ask each team to form a straight line behind the start line.
4. Place a cone or marker 3-5 metres in front of each team (see diagram).
5. Give the first child on each team, Child A, a beanbag.
6 Explain and demonstrate that:
   - This is a relay activity.
   - When you *say, "Go!"* A runs to the cone.
   - When A gets to the cone, A throws the beanbag to the first person on the team standing behind the start line, Child B. After throwing the beanbag back to A at the cone, B will duck (sit) on the ground.
   - A will then throw the beanbag to the second child in line, Child C. C throws the beanbag back, and then ducks as well. This pattern continues until all the children in the line have caught and thrown the beanbag and sat on the ground.
   - When the last child in the line has thrown the beanbag back to A, all the children will stand up.
   - A will place the beanbag on the ground next to the cone, run back to the team and tag the hand of the next child in line, child B.
   - B will then run to the cone, pick up the beanbag and throw it to each team member just as A did.
   - Every child will take a turn throwing from the cone.
7. Challenge the children to complete the relay as quickly as possible.
8. The game is complete when every team has completed the sequence.



THROW AND DUCK CONTINUED

Watch For

- Are the children sitting down after they have thrown and caught the beanbag?
- Is every child getting a chance to throw the beanbag from the cone?

Discussion

Reflect

- What did you find challenging about this activity?
- How did you maintain your focus throughout the activity?

Connect

- What are some examples of times in your every day life when you have to focus for long periods of time?

Apply

- If you were to do this activity again, what would you do differently to be more successful?
- When you need to focus for long periods of time, what are some things you can do to help you maintain focus/attention?

Variations

- Use a ball instead of a beanbag.
- Challenge the teams to complete the relay in a set time.

Inclusion

- Refer to pp. G7-G11.

BLACK BODY BALL GAMES

Sample Opening Discussion Questions G81

Age 10+

Beanbag Bowling G82

Circle Pass Relay G84

Cone Relay G86

Down Down Down..... G88

Flamingo Ball Relay G90

SAMPLE OPENING DISCUSSION QUESTIONS



Ages 10+

- What do you do differently in these situations:
  - Walking along a street and walking along a narrow line?
  - Kicking a ball as far as you can and kicking a ball at a target?
  - Racing a long distance or racing a short distance?

- When young animals play, often they seem to be training or practising skills they will need as adults. For example, young cats play at stalking and pouncing, skills they will need to be good hunters. How might the games and sports you play serve as training in skills that you will need when you grow older?
- Does time make a difference in the way you see things? For example, what does a quick look give you that a long look does not? What does a long look give you that a quick look does not?
- Which of your senses (touch, sight, smell, hearing) do you think you depend on most for your information? Explain. What might be the advantages of relying heavily on that sense? the disadvantages?

BEANBAG BOWLING

Key Learning

To develop motor skills for large and small movements.

Goal Of The Game

Relay game in which each team tries to knock down the bottles in the middle of the circle.

What You Need

Equipment

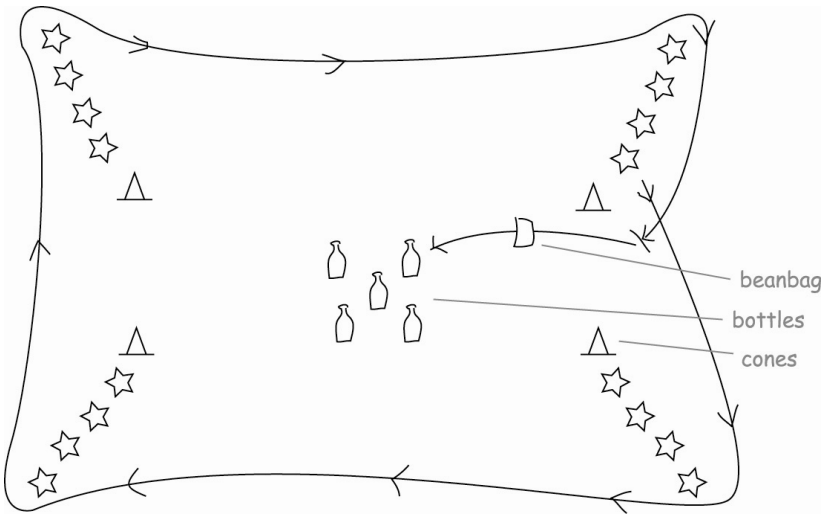
- Cones – 1 per team
- Beanbags – 1 per team
- Plastic bottles – 5-6

No. of children

- 6 or more

How To Play

1. Divide the children into teams of 3-6.
2. Explain that this is a relay game.
3. Place 1 cone or marker for each team around the outside of the play area (see diagram).
4. Ask each team to line up behind a marker.
5. Place 5-6 bottles in the centre of the play area (at an equal distance from all teams' markers).
6. Give each team 1 beanbag.
7. Explain and demonstrate that:
   - Each child will take a turn.
   - Each turn involves running in a clockwise direction around the outside of the play area (see diagram).
   - The first player, A, runs around the markers and returns to the team's cone. Then A throws the beanbag and tries to knock over one of the bottles.
   - If A knocks a bottle over, then A's team wins 5 points. A runs to the centre to stand up the bottle, collect the beanbag, and then runs back to pass the beanbag to the next child on the team.
   - If A misses, A collects the beanbag and gives it to the next child to continue the relay.
   - When you say "Go!" the first child on each team will begin their turn.
8. The game is complete when all children have had 2-3 turns.



BEANBAG BOWLING CONTINUED



Watch For

- Are the children trying to knock down the bottles with their beanbags?
- Are the children retrieving their beanbags after throwing them?
- Are the children standing at their cones when throwing the beanbag?
- Are the children running in the same direction?
- Are the children running around the play area before throwing the beanbag at the bottles?



Discussion

Reflect

- What was challenging about knocking down the plastic bottles?
- Did you use a strategy to try to knock the bottles down? Explain.

Connect

- In life when you don't succeed at something, what do you usually do to improve?

Apply

- What are some ways you can tackle a difficult task when you are part of a group?



Variations

- Ask children to throw the beanbag into a bucket instead of knocking down a bottle.
- Place only 1 bottle in the middle of the circle to be knocked down.



Inclusion

- Refer to pp. G7-G11.

CIRCLE PASS RELAY

Key Learnings

To develop fitness and motor skills for large and small motor movements.

Goal Of The Game

Relay race in which children pass a ball and run around their team's circle.

What You Need

Equipment

- Balls – 1 per group

No. of children

- 6 or more

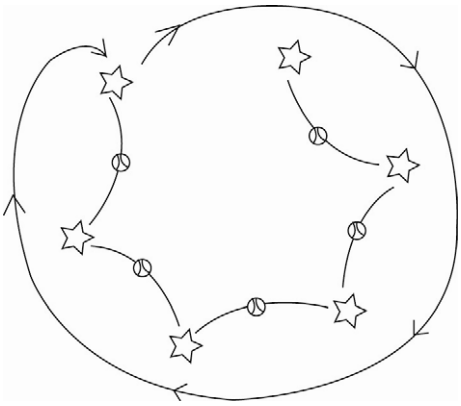
How To Play

1. Divide children into small groups of 5-6.
2. Ask groups to stand in a circle.

⚠ Ensure children in each group are approximately 1 metre apart.

⚠ Ensure groups are spread out.

3. Give a ball to one person in each group.
4. Explain and demonstrate that:
   - When you say "Go!" the child holding the ball will pass the ball to the next child and so on.
   - When the ball reaches the "last" child in the circle, that player must run clockwise around the outside of the circle.
   - When the runner returns to the circle, the ball is passed around the circle until it arrives at the new "last" child who then runs around the circle.
5. Continue the game until all children have had a turn running around the circle.



Watch For

- Are the groups a safe distance from one another?
- Are the children running in the proper direction?
- Are the children passing the ball gently to each other?

CIRCLE PASS RELAY CONTINUED

Discussion

Reflect

- How did you feel when it was your turn to run around the circle?
- What made it easier for you to run around the circle?
- How did team members help each other if the ball was dropped?

Connect

- What are some ways to help someone when they have to do something on their own?

Apply

- Why is it important to be supportive of your friends?

Variations

- Tell the children to sing a song while playing the game.
- Play the game sitting down and have the children roll the ball behind their backs when they pass it on.
- Instead of running, have the children crab walk while moving the ball with their hands.
- Increase the distance between team members so they have to toss the ball to one another.

Inclusion

- Refer to pp. G7-G11.

CONE RELAY

Key Learning

To develop fitness and motor skills for large and small movements.

Goal Of The Game

Relay race in which teams dribble a ball around pylons.

What You Need

Equipment

- Ball – 1 per team
- Cones or rocks (anything to serve as markers) – 5 per team

No. of children

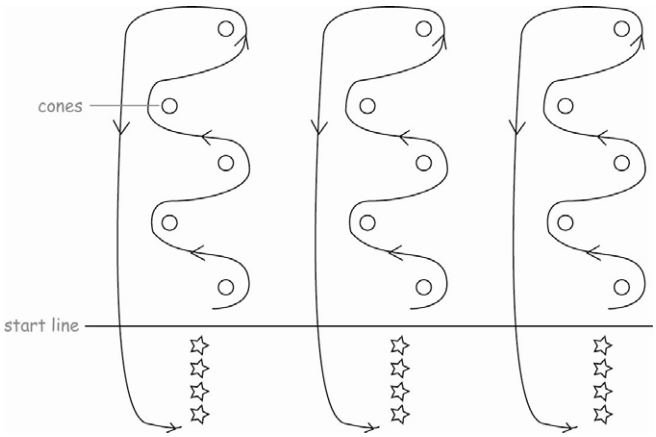
- 6 or more

How To Play

1. Divide the children into teams of 6-8.
2. Set up a short football training course with 5 cones. Set a similar course for each team (see diagram).
3. Ask each team to line up behind a set of cones.
4. Give each team a ball.
5. Explain and demonstrate that:
   - The first child in line on each team, A, starts by kicking the ball around each cone, first to the right of a pylon then to the left, and so on.
   - When A reaches the last pylon, A picks up the ball and runs back to the team and gives the ball to the next child in line.
   - When A has finished a turn, A joins the back of the line.
   - A child who knocks down a pylon, should stop kicking the ball and stand the pylon up again before continuing.

⚠ Make sure the teams are a safe distance from one another.

6. The game continues until all the children have had two turns.



Watch For

- Is every child able to kick the ball around the pylons?
- Are the children cheering on their teammates?

CONE RELAY CONTINUED

Discussion

Reflect

- What were some of the things you had to focus on while kicking the ball around the pylons?
- What was the most challenging part of this relay and why?
- How did you feel the second time you ran the relay compared to the first time?

Connect

- What are some chores that become easier as you repeat them?

Apply

- What can you do when you want to improve at a skill in sports?

Variations

- Place the pylons closer together.
- Ask the children a skill-testing question when they have dribbled the ball through the pylons (before they run back to the start).
- Ask the children to run backward to the starting line.
- Ask the children to do 5 jumping jacks when they have dribbled the ball through the pylons.

Inclusion

- Refer to pp. G7-G11.

DOWN DOWN DOWN

Key Learning

To develop motor skills for large and small movements.

Goal Of The Game

A catching game in which the child faces consequences and rewards each time he/she drops and catches the ball.

What You Need

Equipment

- Ball – 1 per group

No. of children

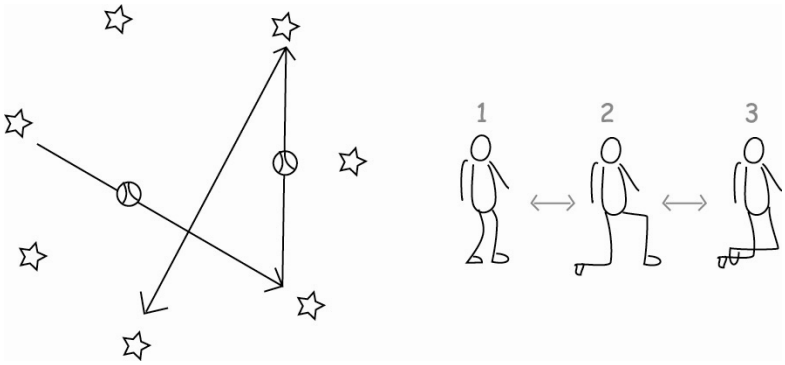
- 6 or more

How To Play

1. Divide the children into groups of 6-10.
2. Ask each group to stand in a circle.

⚠ Make sure children are standing at least 1 metre apart.

3. Give each team a ball.
4. Explain and demonstrate that:
   - The children will throw the ball to one another across the circle.
   - If a child drops the ball once, the child gets down on one knee.
   - If a child drops the ball twice, the child gets down on both knees.
   - On the third miss, the child puts one hand behind its back.
   - On the fourth miss, the child sits on the floor.
5. Every time a child makes a successful catch, the child goes back up one level (for example, a child on both knees who catches the ball can move up to one knee).
6. The game ends at your discretion.



Watch For

- Is every child getting a turn to throw and catch the ball?
- Are children changing positions when they catch and drop the ball?

DOWN DOWN DOWN CONTINUED

Discussion

Reflect

- What was the most difficult part of the game?
- How did you feel when you were on two knees?
- How did you feel when you saw someone on one knee (or both knees, or sitting)?

Connect

- How can you make tasks like this easier for someone who is having a difficult time?
- Can you think of an example of other situations in life when making a mistake makes the task more difficult to achieve?

Apply

- What are some things you can do to improve when you are struggling in physical activities?
- What can you do to help others if you are very successful in certain physical activities?

Variations

- Add another ball into the circle.
- Make the circle bigger.
- For children who want to practise football, play the same game with only kicking allowed.

Inclusion

- Refer to pp. G7-G11.

FLAMINGO BALL RELAY

Key Learnings

To develop motor skills for large and small movements.
To develop respect for the human body.

Goal Of The Game

A catching game with the goal of catching the ball 3 times while balancing on one foot.

What You Need

Equipment

- Ball – 1 per group

No. of children

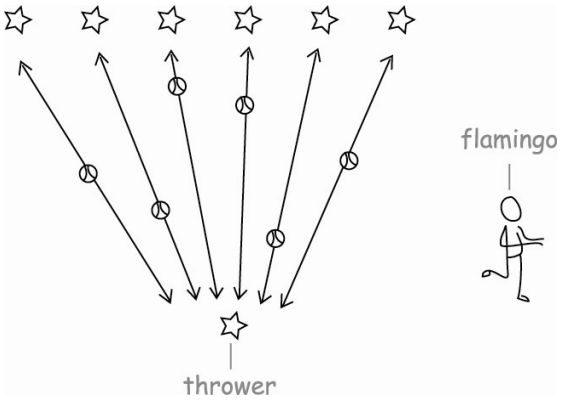
- 6 or more

How To Play

1. Divide the children into teams of 3-8.
2. Give each team a ball.
3. Ask for 1 volunteer from each group to play the role of the Thrower.
4. Ask each team to form a straight line with the Thrower standing 2-3 metres in front of them (see diagram).

⚠ Make sure teams are spread out.

5. Explain and demonstrate that:
   - Each child will practise throwing and catching like a flamingo (standing on one leg).
   - First, all the children will stand on their right legs. The Thrower will throw the ball 3 times to all players.
   - Next, the children will stand on their left legs and catch the ball.
6. Change Throwers so all children have a chance to be the Thrower.
7. Challenge each team to see if every player can throw and catch the ball 3 times without dropping the ball.



Watch For

- Are the children able to stand on one foot while catching the ball?
- Are the children encouraging each other even when they drop the ball?

FLAMINGO BALL RELAY CONTINUED



Discussion

Reflect

- What did you find difficult about catching and throwing the ball while standing on one leg?
- Were you more successful on one leg than the other?
- How did you keep balanced on one foot?
- How did you feel about the task of balancing on one foot and catching the ball three times in a row?

Connect

- When do we need good balance in our daily life? (For example, riding a bicycle, walking on slippery slopes)
- What are some other things in your life that you must balance? (For example, school, work, friendships, family)

Apply

- How can you keep these things in balance?



Variations

- Challenge children to stand with their leg stretched straight out to the side while throwing and catching the ball.
- Try the same activity standing on one leg and catching with only one arm.
- Kick the ball while balancing on one foot (for example, one touch pass).



Inclusion

- Refer to pp. G7-G11.

YELLOW SPIRIT BALL GAMES

Sample Opening Discussion Questions G93

Ages 10+

Child in the Middle G95
Court Jester.....G97
Dogs and Cats G99
Happy Harish G101
Orientation Square G103
Say It Without Words.....G105
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Action Relay G109
Gathering Relay.....G111
Hope is in the Air.....G113
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Throwing Anger and Fear.....G119
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Roles people play.....G147
Guard Ball.....G149
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Emotion on the Run-GE.....G153

SAMPLE OPENING DISCUSSION QUESTIONS



Ages 10+

- What is an example of a time when you felt proud about what you were doing:
    - At home
    - At school
    - In the community
    - Alone
    - With others

  In each case, what was it that made you feel good about what you were doing?
- How does laughter unite people? How might it divide people?
- What experience have you had lately that made you feel sad? Embarrassed? Worried? Angry? Confused? How did you deal with the experience? Who or what helped you?
- What are some things or situations you are afraid of? Which of these fears are shared by most people? Is fear always a sign of weakness? Explain.
- What are some things that you once were afraid of but are not afraid of now? How did that change happen?
- What can people do when they can't find words to say what they think or feel? What are some other ways we communicate what we think and feel?
- Do you think you have a good imagination? What makes you say so? Can a person have too much imagination? Too little? Explain.
- Do other people know the "real" you? How would the following people describe you?
    - Your best friend
    - Your brother or sister
    - Your parent
    - Your teacher
    - Yourself

SAMPLE OPENING DISCUSSION QUESTIONS



- What has happened recently that has made a big difference in the way you think about?
    - Yourself?
    - Your friends?
    - Your relatives?
    - The way things work out in your life?
    - Bright possibilities in your future?

- Some people say, "Laughter is a good medicine." Do you agree? Explain. What can you do to add more laughter to your life?
- What are some everyday situations in which people show courage that may go unnoticed?
- Why is hope like a balloon? Like an umbrella? Like a pair of wings? Like a boat?
- Have you ever decided not to do something you wanted to because you didn't want to look silly or draw attention to yourself? Describe what happened. Would you make the same choice now? Why or why not?

CHILD IN THE MIDDLE

Key Learning

To develop an ability to cope with negative emotions.

Goal Of The Game

To keep the ball away from the child in the middle.

What You Need

Equipment

- Ball – 1

No. of children

- 6 or more

How To Play

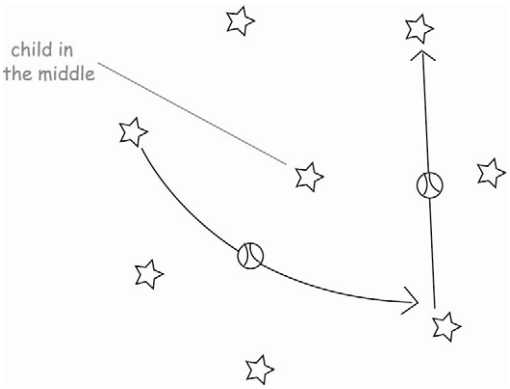
1. Divide the children into groups of 6-10.
2. Ask children to form a circle.
3. Ask for 1 volunteer from each group to stand in the centre of the circle.
4. Give each team a ball.
5. Explain and demonstrate that:
   - The children in the circle will throw the ball across the circle to players on the other side of the circle without allowing the child in the middle to catch the ball.

⚠ Make sure the children are not throwing the ball too hard.

   - Children are not allowed to pass the ball to the child beside them. They must try to pass the ball across the circle.
   - The child in the middle must try to catch the ball.
   - If the child in the middle catches the ball, then they switch positions with the child who threw it.

⚠ If the child in the middle does not catch the ball after 2-3 minutes, consider asking another child to take a turn in the middle.

6. Repeat game for as long as you wish.



Watch For

- Is every child getting a chance to catch and throw the ball?
- Are the children able to catch the ball?
- Is the child in the middle intercepting the ball often?

CHILD IN THE MIDDLE CONTINUED

Discussion

Reflect

- How did you feel being the child in the middle?
- How did you feel when you were a part of the circle and not in the middle?

Connect

- What is difficult about being the only one not included in activities?
- How do you usually take care of yourself when you feel left out or alone?

Apply

- How can you ensure everyone is included?

Variations

- Divide the children into groups of 3. Two children in each group must try keep the ball away from the third child.
- Kick the ball on the ground instead of throwing it.
- Increase the number of balls used.
- Challenge the children to throw the ball with their non-throwing hand.

Inclusion

- Refer to pp. G7-G11.

COURT JESTER

Key Learning

To develop an ability to have fun and experience happiness. To develop a sense of humour. To develop self-expression and creativity.

Goal Of The Game

A circle game in which the children are challenged to try and make someone laugh.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

1. Divide the children into groups of 6-10.
2. Ask each group to form a circle.
3. Ask for one child from each group to volunteer to be the Court Jester and to stand in the centre of the circle.
4. Explain and demonstrate that:
   - The purpose of the game is for the Court Jester to make someone in the group laugh.
   - The Court Jesters have 1 minute to perform a funny action or make a funny face to make a member of the group laugh.
   - Once a child in the circle laughs, that person moves into the centre and becomes the new Court Jester. If 2 or more children laugh, they can decide between them who will become the new Court Jester.
   - Explain to the children that this is a "challenge by choice" activity. If they do not feel comfortable in the centre, they do not have to go there and the group will respect that choice.
5. The game ends at your discretion.



Watch For

- Are the children comfortable being the Court Jester?
- Are the children able to make each other laugh?

COURT JESTER CONTINUED



Discussion

Reflect

- What did you like about this game?
- How did you feel when you were being the Court Jester?

Connect

- What are some things in life that make you laugh the hardest?

Apply

- When can it be helpful to make your friends laugh?



Variations

- Ask 2 children to be the Court Jesters at the same time.
- Divide the children into groups of 3 and give each group 5 minutes to create a skit or action to make members of the other groups laugh.



Inclusion

- Refer to pp. G7-G11.

DOGS AND CATS

Key Learning

To develop self-esteem and self-confidence. To develop an ability to have fun and experience happiness.

Goal Of The Game

A tag game in which the children role-play and work hard to avoid getting tagged.

What You Need

Equipment

- None

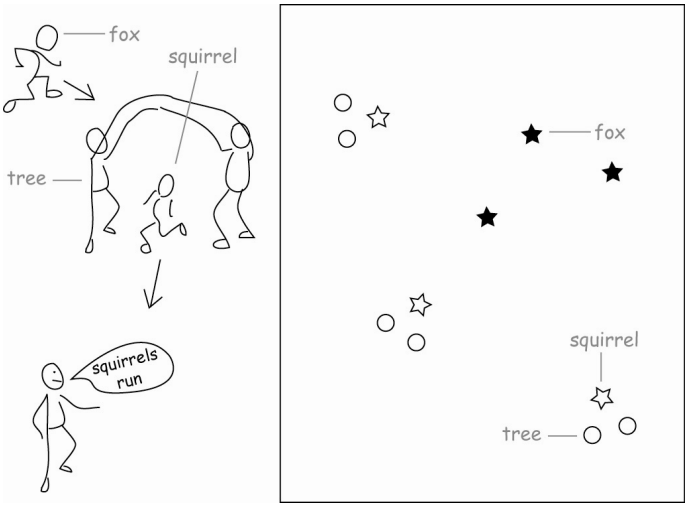
No. of children

- 9 or more

How To Play

1. Divide the children into groups of 3.
2. Ask 1 team to volunteer to be the Dogs. Decrease the number of Dogs if there are 3 or fewer teams.
3. Ask 1 child from each of the remaining groups to be the Cat, and the other 2 remaining members to be Trees (see diagram).
4. Ask the 2 Trees to join hands over their heads to form an arch. Have the Dog stand under the arch (see diagram).
5. Explain and demonstrate that:
   - Every time you say "Cats run!" all the Cats have to run and find a new tree to stand under.
   - As the Cats run, the Dogs will try to catch them before they reach their new trees.
   - Only one Cat is allowed under a tree at a time.
   - When a Dog catches a Cat, they change roles. (The Dog becomes the Cat and the Cat becomes the Dog.)
6. Call out "Cats run!" every 15-30 seconds.
7. After 2-3 minutes, change roles so that every child has a chance to be a Dog, a Cat and a Tree.

⚠ Ensure that the Trees are holding their arms high enough so they do not hit the Cats as they run underneath them.



Watch For

- Is every child getting the chance to be a Fox or a Squirrel?
- Are the Squirrels and Foxes changing roles when they are tagged?

DOGS AND CATS CONTINUED

Discussion

Reflect

- What role did you enjoy the most?
- Why did you enjoy this role more than the others?

Connect

- Can you think of a time in your life when you have not always been in a role that you wanted to be in?

Apply

- What did you do, or can you do next time, to help yourself when you were in a role you were not comfortable with?

Variations

- Allow the Trees to move around while the Squirrels are running.
- Tell the Squirrels they cannot go to the same Tree two times in a row.

Inclusion

- Refer to pp. G7-G11.

HAPPY HARISH

Key Learning

To develop language to label and describe emotions.

Goal Of The Game

To get to the Safe Zone without being tagged by Happy Harish.

What You Need

Equipment

- Chalk (anything to mark a rectangle on the ground)

No. of children

- 6 or more

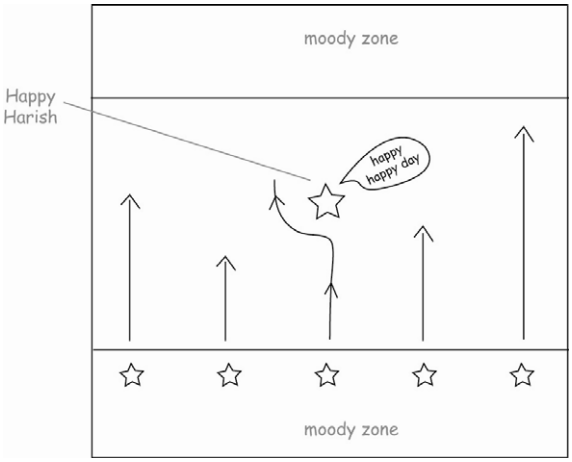
How To Play

1. Draw or mark a large rectangle on the ground. Mark a safe Moody Zone at each end (see diagram). The size of the rectangle depends on the number of children playing.
2. Ask the children if any of them have been in a bad mood in the last week. Ask them to demonstrate what someone in a bad mood might look like.
3. Ask for 1 volunteer to play the role of Happy Harish.
4. Explain that in this game, everyone starts out in a bad, bad, BAD mood.
5. Explain that Happy Harish wants everyone to be in a good mood.
6. Ask Happy Harish to stand in the centre of the playing area.
7. Have the remaining children line up at one end of the playing area in a Moody Zone (see diagram).
8. Explain and demonstrate that:
   - The children are standing in a Moody Zone. The other Moody Zone is on the opposite side of the play area.
   - When Happy Harish calls "Happy, happy day," the children will run across the play area to the other Moody Zone and try to avoid Happy Harish.
   - It is Happy Harish's job to tag the children as they run.
   - When children are tagged, they join Happy Harish and try to tag other children.
9. When all of the children have crossed into the Moody Zone, Happy Harish will call "Happy, happy day" again and the children must return to the other Moody Zone.
10. The game continues until all players have joined Happy Harish.

⚠ Remind the children to tag each other gently.

11. Repeat the game asking for new volunteers to play the role of Happy Harish.

HAPPY HARISH CONTINUED



Watch For

- Are the children showing happiness during the game as they run away from Happy Harish?
- Is Happy Harish using one hand only to tag other children?

Discussion

Reflect

- What did you like most about the game?
- Was it hard to get to the other Moody Zone?

Connect

- What do you do in real life when you are in a bad mood?
- What happens to your mood when you are surrounded by people who are in bad moods? Good moods? Why?

Apply

- How can you cheer up other people when they are in a bad mood?

Variations

- Start with more than one Happy Harish.
- Make the playing area bigger.

Inclusion

- Refer to pp. G7-G11.

ORIENTATION SQUARE

Key Learning

To develop self-expression and creativity. To develop self-esteem and self-confidence.

Goal Of The Game

A team challenge in which groups must create a sound and action and remain in a square formation.

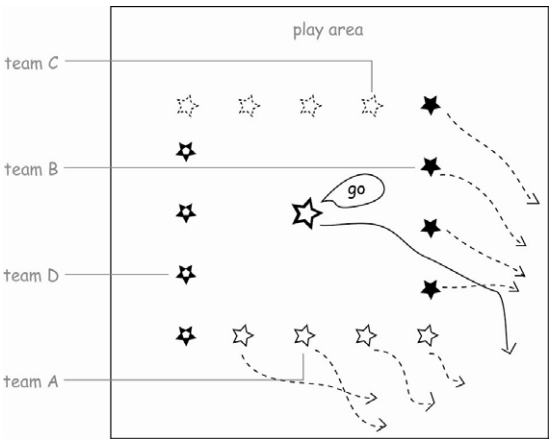
What You Need

Equipment

- None

No. of children

- 6 or more



How To Play

1. Divide the children into 4 equal-sized teams.
2. Ask each team to form the wall of a square around you (see diagram).
3. Ask the children to introduce themselves to the child on their right and the child on their left.
4. Ask the children to yell the name of the child to their left when you say "Left" and the child to their right when you say "Right."
5. Call out "Left" and "Right" at least 2-3 times each.
6. Ask each team to work together to create a sound and an action. For example, one team might bark like a dog and hop up and down, or twirl around and howl, etc. Give them 2-3 minutes to do this.
7. Once all teams have come up with a sound and an action, tell them to practise their sound and action when you point to them.
8. Point to each team at least 2-3 times until you are sure that they are all comfortable with their team's sound and action.
9. Stand in the centre of the circle and face one team.
10. Explain and demonstrate that:
    - The teams must try to stay in this exact position – with the same person on the right and the same person on the left, standing in the same direction facing you. For example, the team facing your right arm must always face your right arm, the team facing your back must always face your back, and the team facing your left arm must always face your left arm.
    - When you *say, "Go!"* you will move to a new spot in the play area. The teams must move as quickly as they can to form the exact same square around you. When their team is in the right order and facing the correct side of you, the players make their sound and action.
    - When the children have formed a new square around you, you will *say, "Go!"* again and move to a new location. The teams must work to follow you, form the same square and perform the same sounds and actions.

⚠ Remind the children to be aware of the children around them and to work to avoid collisions.

11. The game ends at your discretion.

ORIENTATION SQUARE CONTINUED

Watch For

- Are the children forming the same square each time you move to a new location?
- Is every child making the sound and action when they join their wall of the square?

Discussion

Reflect

- How did your team choose your sound and action?
- What did you find funny or silly about this game?
- Would you have been willing to perform this game alone in front of the group? What allowed you to feel comfortable enough to play this game?

Connect

- What are some examples of times when being in a group allowed you to do things you would not have done alone?

Apply

- What can you do to support your peers to feel more comfortable and safe in your presence?

Variations

- Challenge the teams to come up with a song and action.

Inclusion

- Refer to pp. G7-G11.

SAY IT WITHOUT WORDS

Key Learning

To develop self-expression and creativity.

Goal Of The Game

A team challenge in which children try to guess the activity one of their teammates is silently acting out.

What You Need

Equipment

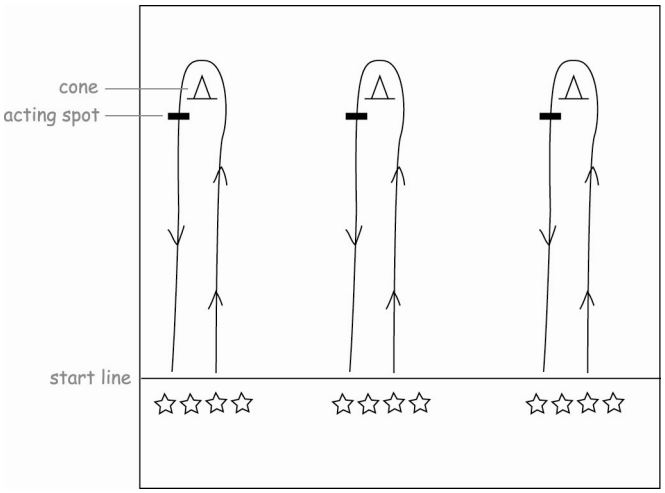
- Cone or marker – 1 per team
- Chalk (anything to mark a start line)

No. of children

- 6 or more

How To Play

1. Mark a clear start line.
2. Divide the children into teams of 3-6.
3. Ask each team to line up behind the start line.
4. Place a cone or marker 3 metres from each team (see diagram).
5. Explain and demonstrate that:
   - This is a relay activity.
   - The first child in each group, A, must hop on one foot to the marker, choose a favourite activity and act it out for team members (for example, football, cooking, reading, etc.).
   - The children must only use actions to demonstrate their activity, no words are allowed.
   - Each team must work together to guess their own teammates' activity.
   - Once A's team guesses correctly, A returns to the team. Then the second child, B, begins. When B reaches the marker, B must perform A's activity, and then act out B's activity (for example, if A acted out football, B would act out football and B's own activity).
   - The third child, C, acts out A's and B's activities and then C's activities…and so on.
   - This means the last player on each team must work very hard to remember all of the actions that were made before.
6. The game finishes at your discretion.



Watch For

- Are the children able to guess what the actions were?
- Are they working together as a team?

SAY IT WITHOUT WORDS CONTINUED



Discussion

Reflect

- What was your favourite activity to dramatize? Why?
- What are your favourite activities in life?

Connect

- When have you had to express yourself without using words before?

Apply

- If you cannot use words, what are some other things you can do to help people understand you?



Variations

- Ask each child act out an animal rather than an activity.
- Ask the children to spell a word using their bodies.



Inclusion

- Refer to pp. G7-G11.

SPIDER

Key Learnings

To develop a sense of security.

Goal Of The Game

A tag game in which the spiders try to catch flies.

What You Need

Equipment

- Chalk (or anything to mark 2 lines between the web and the forest)

No. of children

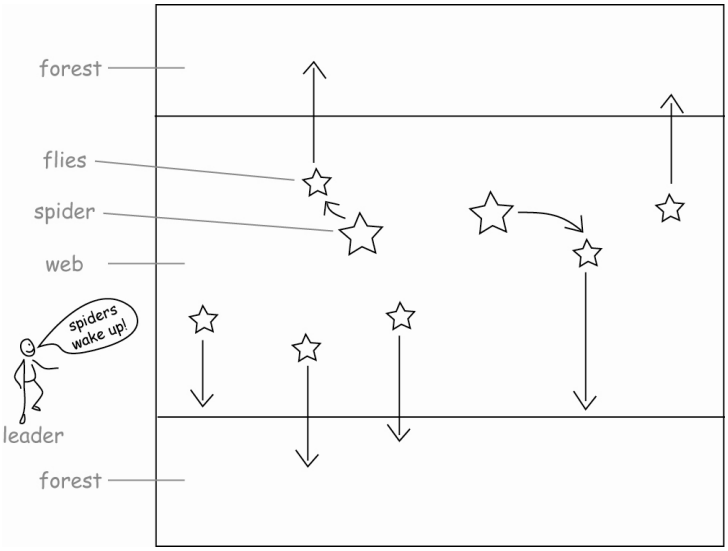
- 6 or more

How To Play

1. Divide the play area into 3 sections. Make the middle section the biggest (see diagram).
2. Explain to the children that the middle area represents a big spider's web and the areas on the outside are the forest.
3. Ask the children to name things that spiders eat (for example, flies, bugs).
4. Ask for 2 volunteers to play the role of Spiders.
5. Ask the Spiders to sit in the centre of the web area and pretend to be sleeping (see diagram).
6. Tell the other children they are the Flies.
7. Ask the children to make the noise a fly makes (for example, "Bzzz…Bzzz").
8. Explain and demonstrate that:
   - The game starts with the Flies making "Bzzz" noises near the Spiders.
   - When you say "Spiders wake up!" the Spiders will stand up and try to tag as many Flies as possible.
   - The Flies can escape by running into the forest. Once they have crossed into the forest the Flies cannot be tagged.
   - If a Fly is tagged, that Fly becomes a Spider and joins the Spider team.
   - The Spiders will then sit and pretend to sleep and the Flies will "Bzzz" around them until "Spiders wake up!" is called again.
9. The game continues until all of the Flies are caught.
10. Play again and allow new volunteers to start the game as Spiders.

⚠ Ensure that the size of your play area is appropriate for the number of children.

SPIDER CONTINUED



Watch For

- Are the Flies "bzzzing" near the Spiders and staying away from the forest during the spider sleeping time?
- Are children laughing and having fun?

Discussion

Reflect

- How did you feel when you reached the forest?

Connect

- Why is it important to feel safe?

Apply

- When you are in the community, what can you do to make sure you are safe?

Variations

- You can sometimes yell "Rain shower!" instead of "Spider wake up" and tell the Flies to chase the Spiders and the Spiders to run into the forest.

Inclusion

- Refer to pp. G7-G11.

ACTION RELAY

Key Learning

To develop self-expression and creativity. To develop the ability to have fun and experience happiness.

Goal Of The Game

A relay game in which each child contributes by performing a funny action.

What You Need

Equipment

- Cone or bucket – 1 per team
- Chalk or markers (anything that can be used to mark a line in the ground)

No. of children

- 6 or more

How To Play

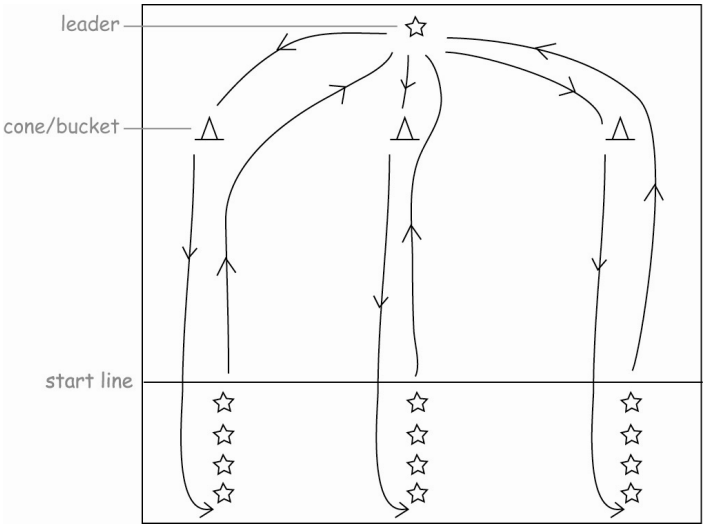
1. Think of a number of different actions the children can perform. For example:
   - Jump up and down on one foot
   - Walk backward around your team
   - Stomp your feet and bark like a dog
   - Hop like a frog
   - Gallop like a horse
   - Dance
   - Clap your hands behind your back
   - Stick out your tongue and march on the spot
2. Mark a clear start line using chalk or markers.
3. Divide the group into teams of 3-8 children.
4. Ask each team to line up behind the start line.
5. Place a cone at least 5 metres away from each team (see diagram).
6. Stand at least 10 metres away from all teams (see diagram).
7. Explain and demonstrate that:
   - The first child in each team, A, will run to you and you will whisper an action in A's ear.
   - A will then run to the team's cone and perform the action for 10 seconds (counting out loud).
   - After 10 seconds, A will run back to the team and tag the hand of the next child so that child can begin.
8. The relay continues until all players have performed at least one action.

⚠ Make sure the children do not trip over the cone when performing their action.

Watch For

- Are children laughing and having fun?
- Is every child performing the right action?

ACTION RELAY CONTINUED



Discussion

Reflect

- What was funny about the relay?

Connect

- How do you feel when you laugh?
- Can you think of a time when something funny made you feel better?

Apply

- When you are unhappy, what can you do to make yourself feel better?

Variations

- Think of more actions and ask each child to perform two actions.
- Ask each child to suggest a funny action for all teams to perform.
- Ask the children to repeat the actions of another child in addition to performing their own action.

Inclusion

- Refer to pp. G7-G11.

GATHERING RELAY

Key Learning

To develop an ability to cope with negative emotions.

Goal Of The Game

A relay game in which a team has to gather materials, adding one piece at a time, and bring it back to the start line.

What You Need

Equipment

- Depends on availability of material; suggestions include balls, armbands, bottles, paper, cups, flags, shirts, shoes, etc. – 1 of each will be needed per team
- Chalk or markers (anything to mark a start line)

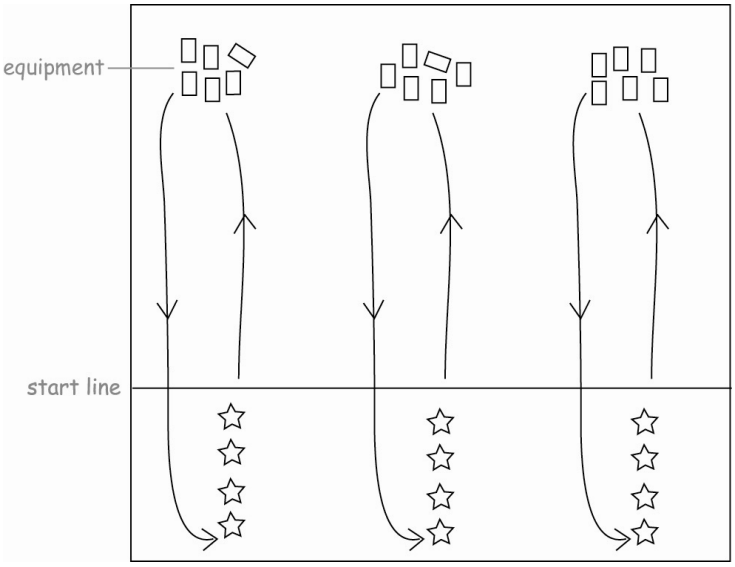
No. of children

- 6 or more

How To Play

1. Mark a start line using chalk or markers.
2. Divide the children into teams of 6-8.
3. Ask each team to line up behind the start line.
4. Place identical piles of equipment approximately 5-10 metres in front of each team (see diagram).
5. Explain and demonstrate that:
   - The first child in each team will run to the pile of equipment and pick up one item.
   - The child will run back to the line and hand the item to the next person in line.
   - The next child will run to the pile, while holding the first item, and pick up another item.
   - The child runs back to the line and hands both items to the next child.
   - This continues until the last child in the line is running while holding all the items gathered by the players before.
6. The relay continues until all the items have been brought back to the start line.

⚠ Make sure the children do not trip over the items they are carrying.



GATHERING RELAY CONTINUED



Watch For

- Is every child taking a turn?
- Is each child carrying all of the equipment collected by the children who ran before?



Discussion

Reflect

- When we started the relay, how did you feel?
- How did you feel near the end of the relay when you had so much to carry?

Connect

- Have you ever been in a situation where you have had too many tasks to do at once? How did it feel?

Apply

- What can you do when you are overwhelmed with tasks? Who can you go to for help?



Variations

- Use equipment or clothing that can be worn and have each child wear the equipment or clothing and run back to the line.
- Have each child perform an action from the sport or activity related to the piece of equipment they are picking up before they run back to the start line.



Inclusion

- Refer to pp. G7-G11.

HOPE IS IN THE AIR

Key Learning

To develop a sense of hope and optimism.

Goal Of The Game

A team challenge in which the children work together to keep the balloon of hope in the air without moving from their designated spot.

What You Need

Equipment

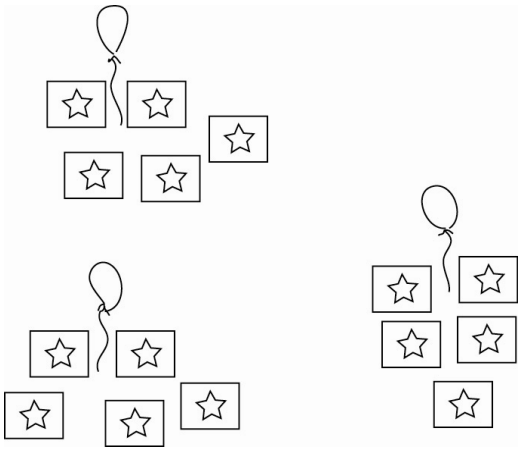
- Balloon (for indoor activities) or soft ball (for outdoor activities) – 1 per team
- Chalk (anything to draw squares on the ground)

No. of children

- 6 or more

How To Play

1. Divide children into teams of 4-6.
2. Draw one square on the ground for each child. Each team's set of squares must be close together. Each square should be 1.5 x 1.5 metres (see diagram).
3. Ask each child to stand in a square.
4. Ask each child to think of one thing they hope for in life.
5. Show the children the balloon. Explain that the balloon represents "hope" in this game.
6. Explain and demonstrate that:
   - The object of the game is for the children to keep the balloon in the air.
   - The children can hit the balloon with any part of their bodies to keep it in the air, but they are not allowed to step outside their squares.
   - The children are only allowed to hit the balloon once before another player hits it.
   - Encourage the children to try to keep the balloon in the air as long as possible.
7. Once the balloon touches the ground, the game can begin again and the children can try to keep the balloon in the air for a longer period of time.



Watch For

- Are the children staying in their squares?
- Are the children hitting the balloon to each other to keep the balloon afloat?

HOPE IS IN THE AIR CONTINUED

Discussion

Reflect

- How did you feel when the team successfully kept the balloon in the air?
- How did you feel when the balloon touched the ground?

Connect

- What is the one thing you hope for in life?
- What do you think the squares represent in real life?
- How is the balloon similar to feelings of hope?
- Have you ever hoped for something and then stopped believing it was possible? How did that feel?

Apply

- What are some of the things you can do in your day-to-day life to maintain hope?

Variations

- Increase the difficulty of the activity by making the squares smaller or the space between the squares larger. You can also allow children to use an implement to hit the balloon if the squares are farther apart (for example, a racquet or a stick).
- Establish a set order that the balloon must be hit in (for example, player one must always hit the balloon to player two, and from player two to player three, etc.).

Inclusion

- Refer to pp. G7-G11.

SCRABBLE DASH

Key Learning

To develop the ability to cope with negative emotions.

Goal Of The Game

A tag-like game in which children are challenged physically as well as mentally by piecing together words with letters collected.

What You Need

Equipment

- Pieces of paper or cardboard with a letter on each (you will need enough letters to spell out various words) – at least 1 per child

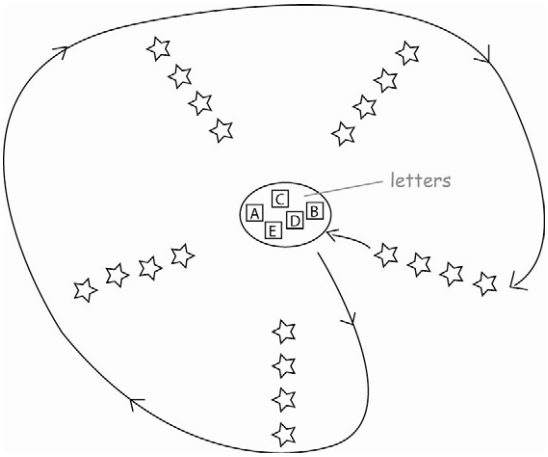
No. of children

- 6 or more

How To Play

⚠ Ensure the area is clean and free of obstacles.

1. Divide the children into groups of 5-7.
2. Scatter pieces of paper with letters on them (from A to Z), face up, in the centre of the play area (at least 1 letter for each child).
3. Ask each team to form a straight line 5 metres from the circle of letters (see diagram).
4. Explain and demonstrate that:
   - The first players on each team stand and the remaining children sit behind them.
   - When you say "Go!" the standing players race to pick up a letter from the centre of the play area. After picking up the letter, the players run clockwise around the outside before returning to the back of their team's line and sitting down (see diagram).
   - While running around the circle, each child can try to tag the runner ahead. After a tag, the child can take that runner's letter.
5. Instruct the new players in the front of the line to stand and race for the next set of letters when you call, "Go!"
6. Once all of the children have had a chance to play, ask each team to work together to make as many words as possible with the letters that their team collected.
7. Ask each team to share with the group the words they have created.



SCRABBLE DASH CONTINUED



Watch For

- Are all the children supportive within their teams?
- Are the children exhibiting positive interactions with the other teams?



Discussion

Reflect

- What was your thought or reaction when you got a letter?
- What was your thought or reaction if you did not get a letter?
- How did your teammates help you during the game?

Connect

- Have you ever been disappointed when playing a game, a sport or in school? What do you do to take care of yourself when you are disappointed?

Apply

- The next time you face a set-back or disappointment, what can you do to feel better?



Variations

- Ask the children to complete a task before they choose a letter. For example, have the children run around their team twice or complete 5 jumping jacks.
- Instead of using letters, use numbers and instead of constructing words, have a "special number" for the game that teams must arrive at using addition, subtraction, multiplication or division. For example, if a team collects the numbers 4, 7, 8, 9, 3, and 1, and the special number is "28," they can use 4x7, 4+7+8+9, 4x8-3-1 etc.



Inclusion

- Refer to pp. G7-G11.

STUDENT CROSSING

Key Learning

To develop self-esteem and self-confidence.

Goal Of The Game

Tag-like game in which children run from one side to the other without getting tagged by the child in the middle.

What You Need

Equipment

- None

No. of children

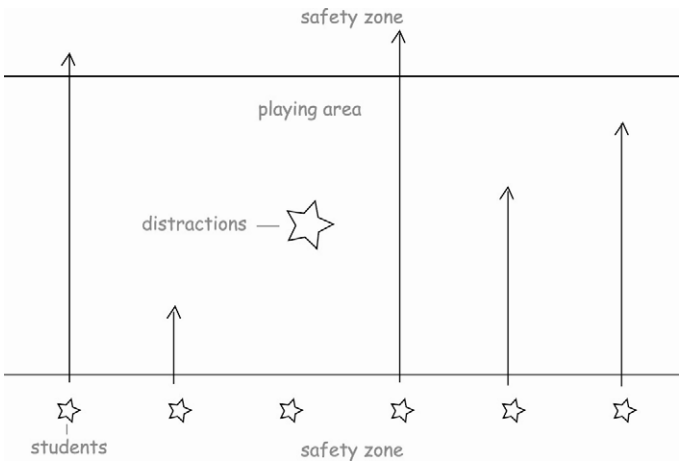
- 6 or more

How To Play

1. Divide the playing area into 3 zones – the Playing Area and 2 smaller Safety Zones (see diagram).
2. Ask children to line up across one of the Safety Zones.
3. Tell the children that in this game they will play the role of Students.
4. Ask the children to list some of the things that distract them from completing their school work (for example, house chores, playing with friends, lack of time, etc.).
5. Ask for a volunteer to play the role of Distractions.
6. Explain and demonstrate that:
   - Distractions will stand in the middle of the Playing Area.
   - Distractions will try to tag Students as they run across the Playing Area toward the other Safety Zone.

⚠ Make sure the children tag one another gently.

   - When Distractions is ready for the children to run across, Distractions will yell "Homework time!"
   - The Students will then try to run across the Playing Area without getting tagged.
   - Once the Students have crossed into a Safety Zone, they can no longer be tagged.
   - If a Student is tagged, the player joins the Distractions and helps to tag other Students.
   - Continue playing until all children have joined the Distractions team.
7. Repeat the game choosing a different volunteer to start as Distractions.



STUDENT CROSSING CONTINUED

Watch For

- Are the Students running after Distractions yells "Homework time?"
- Are the Students who are tagged joining the Distractions?

Discussion

Reflect

- How did it feel to be the Distractions?
- When did the game become more difficult for the Students? Why?

Connect

- Can you think of a time when your friends wanted you to do something that distracted you from what you needed to do?
- Was it difficult to disagree with them? Why or why not?

Apply

- How can you avoid being pressured by your friends into doing something that you don't want to do?

Variations

- Challenge the children to dribble a ball across the Playing Area without having their ball taken away by Distractions.
- Anyone who is tagged by Distractions must link arms and try to tag others.

Inclusion

- Refer to pp. G7-G11.

THROWING ANGER AND FEAR

Key Learning

To develop an ability to cope with negative emotions.

Goal Of The Game

A team competition in which the children work together to clear their section of balls as quickly as possible.

What You Need

Equipment

- Soft ball – 1 per player
- Chalk (anything to divide the playing area)

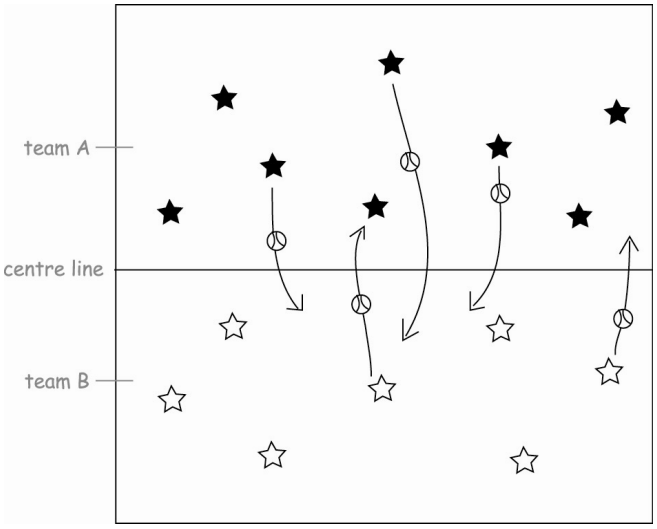
No. of children

- 6 or more

How To Play

1. Divide the play area into 2 equal sides using chalk or markers (see diagram).
2. Ask the children what is the first word/thought/action they think of when you say the word "anger." Repeat the question for the word "fear."
3. Show the children the balls they will be playing with and explain that each ball represents both "anger" and "fear."
4. Give each child a ball.
5. Divide the children into 2 equal-sized teams.
6. Send Team A to one side of the play area and Team B to the opposite side.
7. Explain and demonstrate that:
   - When the game begins, each team will gently throw their balls to the other team's side.
   - Players may not cross into the other team's side.
   - The teams are trying to keep their section clear of balls. The balls must stay in the play area.
   - After 2 minutes, you will call "Stop!" At that time, everybody stops throwing balls and sits down with arms folded.
   - Count the balls on each team's side.
8. Continue playing, stopping and counting every 2-3 minutes.

⚠ Ensure that the children are not throwing balls at their opponents.



Watch For

- Are the children throwing the balls out of their side of the playing area?
- Are the children working together as a team?

THROWING ANGER AND FEAR CONTINUED

Discussion

Reflect

- How did it make you feel when you had many balls in your section?

Connect

- At the beginning of the game, I said that the balls represented "anger" and "fear." How is this game similar to how many people deal with anger and fear in real life?

Apply

- How can sports help you to deal with feelings of anger or fear?
- The next time you are angry or afraid, what can you do to help yourself deal with these emotions?

Variations

- The game can be made more difficult by adding more balls or increasing the size of the area.

Inclusion

- Refer to pp. G7-G11.

TOSSING FOR CONFIDENCE

Key Learning

To develop self-esteem, self-expression and self-confidence.

Goal Of The Game

A tossing game in which children may need to act out certain actions.

What You Need

Equipment

- Object that can be easily thrown (for example, rocks, beanbags, etc.) – 1 per child
- Chalk (anything to draw a circle that will be divided into 4 on the ground)

No. of children

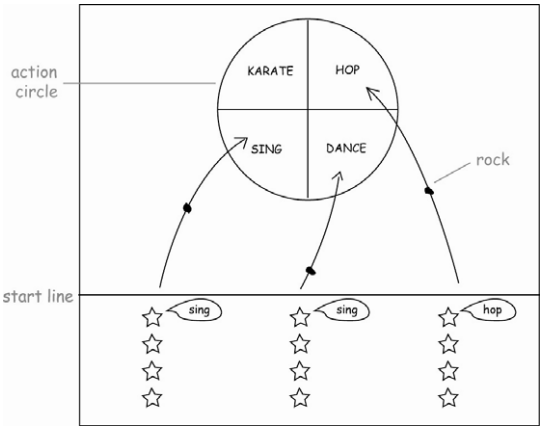
- 6 or more

How To Play

1. Mark a clear start line.
2. Draw a circle on the ground approximately 5-10 metres from the start line. Divide the circle into four parts.
3. Label each part of the circle with an action (for example, "sing," "hop," "karate," "dance" etc.) (see diagram).
4. Demonstrate the matching action for each section you labelled (for example, if a section is labelled "sing," sing a line from a song for the children).
5. Ask each child to collect 5 (small) rocks.
6. Divide the children into groups of 4-6 and ask them to line up behind the start line.
7. Explain and demonstrate that:
   - Each child takes a turn throwing a rock at one of the four parts of the circle. Before throwing, players call out the part of the circle they intend the rock to land on.
   - If a child lands a rock in the section aimed for, the child moves to the back of the line and the next player takes a turn.
   - If a child misses and the rock lands in another part of the circle, the child performs an action that matches the label on the part of the circle that was hit. For example, if the child planned to land the rock in the "singing" section but it landed in the "dance" section, the child performs 2-3 dance moves. Then the child moves to the back of the line and the next player takes a turn.
   - The children should choose a different section of the circle to throw at each time they throw.
8. After a while, you may choose to change the actions in each part of the circle.
9. The game finishes at your discretion.

⚠ Make sure the children take care when throwing the objects.

TOSSING FOR CONFIDENCE CONTINUED



Watch For

- Are the children able to throw the rocks to land in the circle?
- Are all of the children engaged and participating?
- Do the children understand what the actions are?

Discussion

Reflect

- What was the most difficult part of this game?
- Was it hard to perform the action? Why/why not?
- How did you feel when you finished performing?

Connect

- How do you feel when you successfully perform a difficult task?
- Tell about a task that was once difficult, but is now easier. Why has it become easy?

Apply

- What can you do to build your confidence in areas where you lack confidence or feel nervous?

Variations

- Create a circle with 8 sections and corresponding actions.
- Ask each child to throw more than one rock at a time and allow them to choose which action to perform.

Inclusion

- Refer to pp. G7-G11.

Safety Circle

Key Learning

To develop motivation to be an agent of positive change.

Goal Of The Game

A game in which players form a circle to protect a teammate from being tagged.

What You Need

Equipment

- None

No. of players

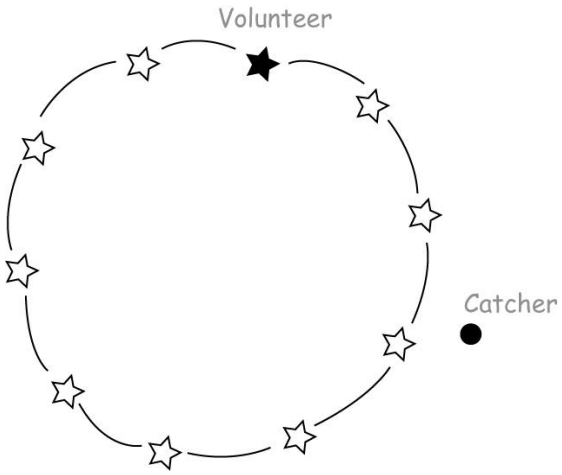
- 6 or more

Opening Questions

- Who is someone in your life that makes you feel safe?
- What do they do that makes you feel safe?

How To Play

1. Ask the players to join hands to form a circle.
2. Ask for 2 volunteers.
3. Ask one volunteer to be the Catcher and to stand outside of the circle.
4. Ask the other volunteer to remain as part of the circle.
5. Explain and demonstrate that:
   - When you say "Go!" the Catcher will try to tag the volunteer that is part of the circle.
   - The players forming the circle will work together to protect the volunteer that is part of the circle. They can move in any direction they want to try to protect the volunteer, but they must continue to hold hands.
   - When the Catcher tags the volunteer that is part of the circle they each join the circle.
6. Ask for 2 more volunteers to be the Catcher and the volunteer that is part of the circle.
7. The game ends at your discretion.



Safety Circle *continued*

Watch For

- Are the players in the circle holding hands?
- Is the Catcher eventually able to tag the player that is part the circle?

Discussion

Reflect

- How did you feel when you were part of the circle and the Catcher was trying to tag you? Explain.
- How did you work as a group to develop a strategy to try to protect the player that is part of the circle?

Connect

- Can you think of a time in your life when you or others you know have needed protection from something? Explain.
- What are some of the dangers that your community faces?
- Who are some members in your community that need protection?

Apply

- What can we do as a community to help protect each other from potential dangers?

Variations

- Add songs to the activity so that the players sing while protecting the volunteer.

Inclusion

- Refer to pp. 12–16.

Pressure Ball

Key Learning

To develop the ability to cope with and manage emotions.

Goal Of The Game

A game in which players dodge a ball while trying to release teammates from a circle area.

What You Need

Equipment

- Balls – 1–4

No. of players

- 8 or more

Opening Questions

- What are some examples of times when you have felt pressured or stressed?
- How does your body feel when you are under pressure or feeling stressed?

How To Play

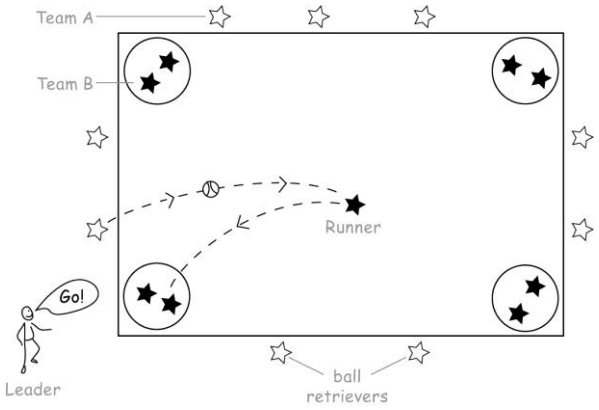
⚠ Ensure the play area is clean and free of obstructions.

1. Mark a clear rectangular play area.
2. In each corner, mark a circular area, approximately 2 metres in diameter (see diagram).
3. Divide the players into 2 equal teams.
4. Call one Team A and the other Team B.
5. Ask the players from Team A to spread themselves evenly around the outside of the rectangle.
6. Ask the players from Team B to spread themselves evenly inside the circles. Players must stand within the circles.
7. Ask one volunteer from Team B to step into the middle of the play area. This player will be the first Runner.
8. Ask 2 volunteers from Team A to be Ball Retrievers. These players may move freely inside and outside of the rectangular play area. They will retrieve any balls that are thrown beyond the reach of their teammates who must stand along the outside of the play area.
9. Explain and demonstrate that:
    - When you say "Go," the Runner will try to release teammates from their circles by stepping into the circle with both feet and tagging a player.
    - Only one player can be released from a circle at a time.
    - The Runner must leave one circle and go to a different circle before returning to any circle a second time.
    - Team A will stand along the outside of the play area and gently throw the ball to hit the Runner and any players who have been released.
    - Throwers should aim to hit players below the waist.
    - A hit above the waist does not count.
    - If a player is hit below the waist, that player must return to a circle.

Pressure Ball *continued*

- If the Runner is hit, you will call "Stop," and teams will switch positions.
- A strike is counted against Team B for every player sent back to a circle.

10. Once Team B has received 3 strikes, you will call "Stop," and everyone must freeze.
11. Count all the players on Team B who are outside a circle (including the Runner), and award the team the same number of points.
12. Ask teams to switch positions and continue to play.
13. Continue switching back and forth after 3 strikes from each team.
14. The game ends at your discretion.



Watch For

- Are the players standing still when they throw the ball from outside the perimeter of the rectangular play area?
- Are players who have been hit below the waist returning to a circle?
- Is the Runner stepping with both feet into the circle to tag and release a teammate?

Discussion

Reflect

- How did it feel to be the Runner? What type of pressure did you feel in this game?

Pressure Ball *continued*

- Did any of you try to convince the Runner to release you before releasing others?
- Do you think this made the Runner's job easier or harder? Why?

Connect

- At what times in your real life have you felt pressure?
- What are some things you have done to deal with that pressure?

Apply

- What are things you can do when pressure is building around you?
- What are youth in your community pressured to do?
- What are things people can say when they feel pressure to do something they don't want to do?
- What are ways to deal with pressure and stress? Examples:
  - Look for opportunities to play and have fun.
  - Talk to someone you trust.
  - Remember that it takes practice to resist peer pressure.
  - Practise saying no and standing up for yourself.
  - Support others in making changes.

Variations

- When a team has 2 strikes, increase the pressure by giving an additional ball to the throwing team.
- Secretly identify one player from each team. If the Runner tags this player, blow a whistle or call "No pressure." This means that all players are released from all circles at once. Play continues as usual.

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

AGES 10+

YELLOW SPIRIT BALL

Pantomime[2]

Key Learning

To develop the ability to cope with and manage emotions.

Goal Of The Game

To act out movements or expressions.

What You Need

Equipment

- None

No. of players

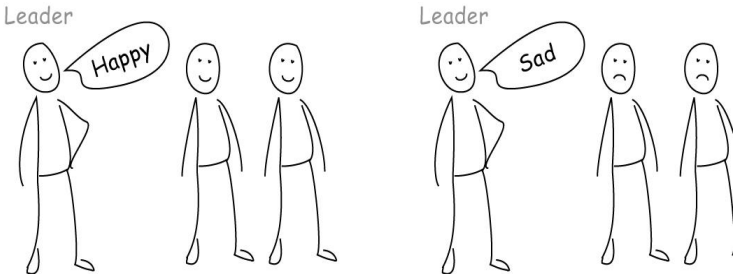
- 6 or more

Opening Questions

- How do you express yourself when you're happy? When you're angry?

How To Play

1. Ask the players to stand in a group.
2. Explain and demonstrate that:
   - When you say "Pantomime!" each player acts out a feeling, without talking, such as happy, angry, scared or sad.
   - Each time you call out a suggestion they act it out without speaking.
3. Continue to call out suggestions from the following list:
   - Feeling walks: walk angrily, walk sadly
   - Weather walks: walk in the rain
   - People walks: robber, clown, king
   - Animal walks: dog, duck, elephant
   - Characters and situations: an acrobat on a tightrope
   - Exploring senses: taste a lemon, smell garbage
   - Handling imaginary objects: kick a ball, play an instrument
   - Experience different environments: you are in a swamp, you are on the moon, you are climbing a mountain
4. End the game after calling out 10 or more actions.



[2] Adapted from Gibbs, Jeanne, *Tribes: A New Way of Learning and Being Together,* CenterSource

Pantomime *continued*

Watch For

- Are the players comfortable acting out the movements in front of each other?
- Is there enough space for the players to move around safely?

Discussion

Reflect

- What movement or expression did you like best? Why?
- Was it easy to demonstrate your feelings? Was it difficult?

Connect

- Can you think of a time when you wanted to express yourself?
- What is an emotion that is difficult to express publicly? (For example, anger.) Why?

Apply

- Why is it important that we express our feelings? What happens if we don't?
- What are healthy ways to express anger? (For example, do physical exercise. Talk to a friend about why you feel angry, and what you want to change. Write or draw about your feelings.)

Variations

- Put the players in pairs. Have the players come up with their own expressions and actions and have them act them out in front of their partners. The partners have to guess what the corresponding expression or action is.

Inclusion

- Refer to pp. 12–16.

AGES 10+

YELLOW SPIRIT BALL

I Feel

Key Learning

To develop the ability to cope with and manage emotions.

Goal Of The Game

A circle game where the players try to arrive first to the empty spot in the circle.

What You Need

Equipment

- None

No. of players

- 6 or more

Opening Question

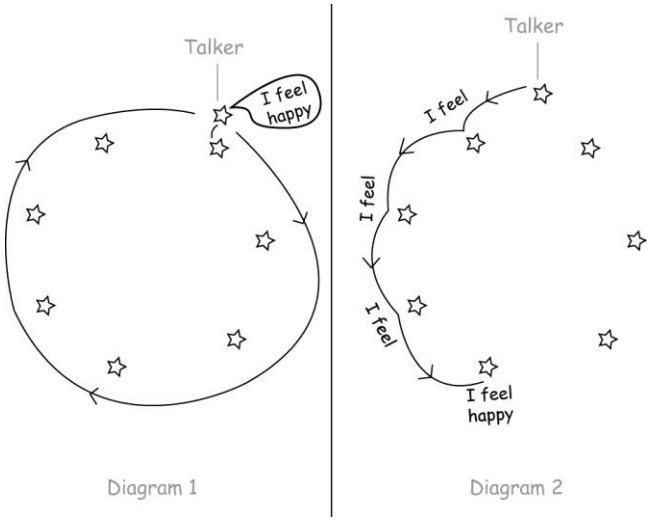
- What are some examples of different emotions that people feel?

How To Play

1. Divide the players into groups of 6–8.
2. Ask each group to form a circle facing inward and then sit down.
3. Explain and demonstrate that:
    - This will be a game where the players will communicate with "I feel" statements.
    - Ask for a volunteer from each group to start as the Talker.
    - The Talker will walk around the circle tapping each player gently on the shoulder.
    - As each player is tapped, the Talker will say "I feel." The Talker will continue moving around the circle until choosing a player to tap and say "I feel," this time including a feeling. (For example, "I feel angry.")
    - When the Talker says "I feel" plus a feeling, the player touched will get up. Both the Talker and the player will then run around the circle in opposite directions.
    - Both will race around the circle until they reach the empty spot.
    - The first player back to the empty spot will sit down. The other player will now become the Talker and begin walking around the circle, gently tapping the other players' shoulders saying "I feel" or "I feel" plus a feeling. Each Talker should try to pick up a different feeling during their turn.
4. Continue playing until every player has had a chance to be the Talker or to race the Talker.

⚠ Make sure players are tapping each other gently on the shoulder.

I Feel *continued*



Watch For

- Are different players getting a chance to be the Talker?
- Are different players getting a chance to race the Talker?

Discussion

Reflect

- What were some of the "I feel" statements you used throughout the game? What were some of the statements you heard others use?

Connect

- Give examples of other times in your life where you say "I feel" statements?
- What are other emotions that you can think of?
- Why do you think it's important to tell others how you feel?
- Who do you typically speak to when you feel angry? Sad? Lonely? Happy?

Apply

- It is important to remember that it is normal to feel emotions like sadness, anger or fear. What can you do if you feel sad? Angry? Afraid?

I Feel *continued*

Variations

- For older players, make the circle larger to create more running distance.
- Change "I feel" statements to other simple "I" statements. For example, "I am," "I want" and "I like."

Inclusion

- Refer to pp. 12–16.

*adapted from the *Live Safe Play Safe* resource

Stress Shaker

Key Learning

To develop the ability to cope with and manage emotions.

Goal Of The Game

A game played with blindfolds in which players avoid being tagged by the Stress Shaker.

What You Need

Equipment

- Shaker or hand-held noisemaker – 2
- Blindfold – 2
- Large sheet of paper or material (optional)

No. of players

- 8 or more

Opening Question

- In what types of situations do people typically feel stressed?

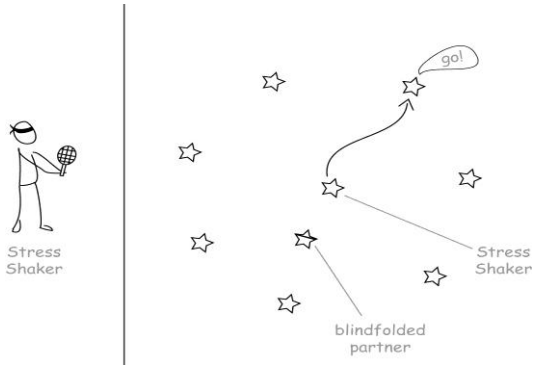
How To Play

1. Ask the players to form a large circle.
2. Explain that this is a game in which some players will have to trust the group.
3. Explain that players forming the circle will have the important role of guiding or redirecting the blindfolded players. The players around the circle will hold out their hands in front of them with their palms facing the centre of the circle.
4. Ask for 2 volunteers to be blindfolded. One of the 2 volunteers will play the role of the Stress Shaker.
5. Ask both volunteers to stand in the middle of the circle.
6. Give each blindfolded volunteer a shaker or hand-held noisemaker.
7. Explain and demonstrate that:
   - The object of the game is for the blindfolded Stress Shaker to tag the other blindfolded player. The other player will try to avoid being tagged by the Stress Shaker.
   - You will gently spin each blindfolded player 3 times and reposition them within the circle.
   - When you say "Go," the Stress Shaker must shake the shaker or noisemaker to create a simple rhythm. The other blindfolded player must copy the rhythm using their shaker or noisemaker.
   - While making the appropriate call and response with the shakers, each blindfolded player may move freely within the circle.
   - The players forming the circle should keep their hands in place to gently redirect the blindfolded players. Players must not grab or push blindfolded players.
   - If the Stress Shaker tags the other blindfolded player, they will remove their blindfolds and 2 new volunteers will be blindfolded.

Stress Shaker *continued*

8. If the blindfolded player successfully avoids the Stress Shaker after 2 minutes (or for a certain number of shakes), you can ask the players to stop and select 2 new volunteers.
9. The game ends at your discretion.

⚠ Ensure that the volunteers are comfortable wearing a blindfold and being guided by the hands of other players.



Watch For

- Have the blindfolds been tied securely?
- Are the players around the circle redirecting the blindfolded players appropriately?

Discussion

Reflect

- How did it feel to be blindfolded? Why?
- How did it feel to hear the noisemaker and know the whereabouts of the Stress Shaker?

Connect

- What types of situations cause you to feel stressed?
- What long-term effects do you think stress can have on you?

Apply

- How can we handle stressful situations?

Stress Shaker *continued*

Variations

- Place a large sheet of paper or material somewhere within the circle. This sheet represents a stress reducing strategy (for example, talking to a friend or adult they trust). The object of the game is for the blindfolded child to find this piece of paper and stand on it before getting tagged by the Stress Shaker.

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

AGES 10+

Question Bag

Key Learning

To develop awareness of one's personal qualities, values and perceptions.

Goal Of The Game

To try to find out as much information about each other as possible.

What You Need

Equipment

- Bag of questions

No. of players

- 8 or more

Opening Question

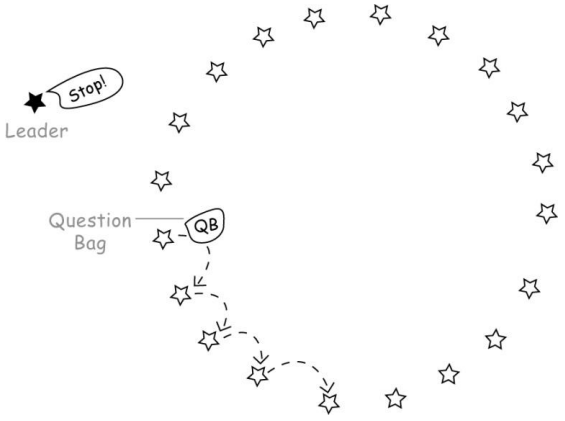
- What is something new that you have learned about a friend recently?

How To Play

1. Prepare a bag containing cards with questions on them. Make sure there are more questions than the number of players.
2. Ask the players to make a circle, standing close together.
3. Ask the players to choose a song they all know. Tell them that they will all sing the song until you yell "Stop!"
4. Explain and demonstrate that:
   - As they sing the song, they will pass the bag to each other.
   - When you yell "Stop!" the person holding the bag will pull out a question.
   - Everyone has the "right to pass" if they do not like the question they draw, and they may select an alternative one from those that remain in the bag.
5. Play the game until everyone has had the chance to answer a question at least once.

Watch For

- Are players sharing information with each other?
- Are players using the right to pass?



Question Bag *continued*

Discussion

Reflect

- What's one thing that you found interesting?

Connect

- Why is the right to pass such an important agreement for this activity?
- How did having the opportunity to choose another question help you be successful?

Apply

- How did you feel when you first started the game? Did it feel different the second time? Why?

Variations

- After each player answers a question, players move back one step.

Inclusion

- Refer to pp. 12–16.

Question Bag: Sample Questions

- Who is the best person in the world?
- What qualities do you look for in a friend?
- What would you do if you were president or prime minister?
- What do you do when you are really angry?
- What would you do to improve in school?
- What do you do when you feel really lonely?
- What is one food you don't like?
- What is your favourite story?
- What would you like to be really good at?
- What foreign country would you like to visit?
- In what period of time, past or future, would you like to live?

Question Bag *continued*

- What famous person would you like to be?
- If you could have one wish, what would it be?
- What do you and your friends do for fun?
- What is your favourite song?
- What is your favourite sport?
- What is your favourite animal?
- What is your favourite place?
- What is your favourite food?
- What makes you happy?

Stretch It!

Key Learning

To develop awareness of one's personal qualities, values and perceptions.

Goal Of The Game

To move between areas of Stretch, Panic and Comfort.

What You Need

Equipment

- Chalk, string, rope or tape

No. of players

- 10 or more

Opening Question

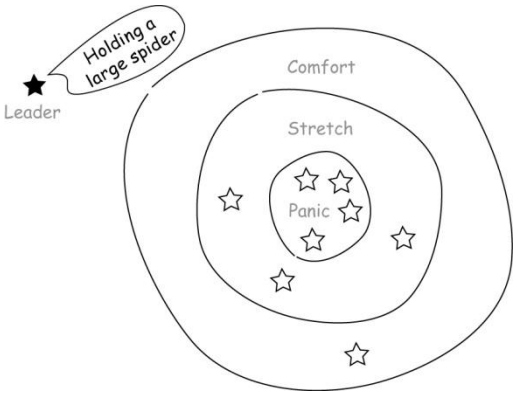
- How do you feel when you stretch a muscle you haven't used in a long time?

How To Play

1. Make 3 circles (one inside the other) on the floor using chalk, string, rope or tape. Space the lines reasonably far apart to create 3 distinct areas: the Comfort Zone, the Stretch Zone and the Panic Zone.
2. Ask the players to stand outside the zones.
3. Explain and demonstrate that:
   - The Comfort Zone is the area where we feel most comfortable. It represents relaxation: zero stress. Here we feel completely comfortable and at ease.
   - The Stretch Zone is the area where we feel stretched. It represents excitement and enthusiasm: a medium level of stress. Here we feel a challenge to the mind and body but we are eager and confident.
   - The Panic Zone is the area where we feel panicked. It represents uncertainty and anxiety: a high level of stress. Here we feel afraid.
   - You are going to call out a series of situations.
   - Each time you call out a situation the players are to run to the zone that matches how they would feel in that particular situation.
   - Call out the following:
     - cooking a meal for 10 people
     - singing in front of a group of people
     - driving a bus
     - writing a poem and reading it out loud
     - holding a large spider
     - dancing in front of others
     - travelling in a new area without a map
     - asking a complete stranger for help
     - sharing personal stories with friends
     - speaking in a second language
     - participating in competitive sports
     - leading an activity for youth your age

Stretch It! *continued*

4. For any situation when the players are spread among all 3 zones, stop to ask:
   - someone in the Panic Zone: "How would the situation have to be changed so that you would move to the Stretch Zone?"
   - someone in the Comfort Zone: "How would the situation have to be changed so that you would move to the Stretch Zone?"
5. Lead a discussion, using the questions below as a guide.



Watch For

- Are players listening to situations and moving accordingly?

Discussion

Reflect

- Do you have your own example you'd like to call out?

Connect

- Which of the 3 zones is the best for learning something new? Why do you think so?

Apply

- As you plan and work together, how can you help your peers to be in the Stretch Zone? What can you do to make sure you are not in the Panic Zone or Comfort Zone?
- What can you do to help yourself feel less panicked?
- What can you do to help others feel more stretched?

Stretch It! *continued*

Variations

- Ask players to divide into pairs or groups of 3 and create their own scenarios. Use these scenarios for the next round.

Inclusion

- Refer to pp. 12–16.

**adapted from the Youth as Leader resource*

AGES 10+

YELLOW SPIRIT BALL

Looking In

Key Learning

To develop awareness of one's personal qualities, values and perceptions.

Goal Of The Game

To indicate what qualities one possesses by sitting, standing or crouching.

What You Need

Equipment

- None

No. of players

- 6 or more

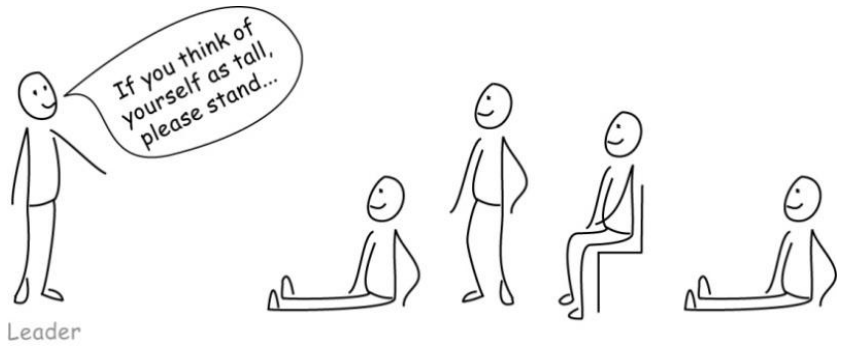
Opening Question

- What is a quality you like best about yourself? Turn to a partner and share your ideas.

How To Play

1. Ask all players to stand up. Then ask them to sit down. Then ask them to crouch in the middle between standing and sitting.
2. Explain and demonstrate that:
   - You will call a word and the players must decide if the word describes them.
   - If they agree with the word, they stand.
   - If they disagree with the word, they sit.
   - If they feel they are somewhere in between, they will crouch in the middle and wiggle their bums.
   - If they do not want to participate for some words, they step back.
3. Demonstrate with this example: "If you think of yourself as tall, please stand. If you think of yourself as short, please sit. If you think of yourself as in between, please crouch in the middle and wiggle your bum."
4. Continue the game using different descriptive words. For example:
   - funny/not funny
   - disorganized/organized
   - cautious/daring
   - creative/not creative
   - unemotional/emotional
   - unforgiving/forgiving
   - follower/leader
   - shy/outgoing
   - open-minded/judgemental
   - honest/dishonest

Looking In *continued*



Watch For

- Are the players being supportive and encouraging of each other?
- Are the players comfortable indicating their quality when the other players do not share the same quality?

Discussion

Reflect

- How did you feel when you were the only one in a certain position? Why?
- Was it difficult to figure out what position you should be in for any of the qualities? Why? Why not?

Connect

- Can you think of a time when you used one of these qualities to make a decision in your life? Describe.
- Can you think of someone else in your life that shares the same qualities as you? Who is it?

Apply

- Ask players to turn to a partner and share a quality that they would like to develop.

Variations

- Have the players suggest some pairs of opposites specifically related to teamwork or leadership.

Inclusion

- Refer to pp. 12–16.

**adapted from the Youth as Leader resource*

AGES 10+

YELLOW SPIRIT BALL

Team Trust



Key Learning

To develop awareness of one's personal qualities, values and perceptions.

Goal Of The Game

To safely guide a partner through a complicated course.

What You Need

Equipment

- Blindfolds – 1 per pair
- 25 random objects (chairs, rocks, paper, sticks, etc.)

No. of players

- 6 or more

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?

How To Play

1. Use chalk to mark a rectangular play area. Be sure to mark a clear start line on one side of the rectangle.
2. Scatter the random objects throughout the play area to create a challenging obstacle course.
3. Divide the players into partners.
4. Ask the players to think of a person they trust in their life.
5. The other partner will play the role of "a person they trust."
6. Explain that this is a game in which one partner in each group will need to trust their partner to guide them. The other partner will need to be very trustworthy and work hard to guide each partner safely.
7. Ask for a volunteer from each pair who feels comfortable being blindfolded to play the role of Truster.
8. Give each Truster a blindfold.
9. The other partner will play the role of Guide.
10. Explain and demonstrate that:
    - Each pair will stand behind the start line.
    - The Truster in each pair will wear the blindfold 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 can walk beside the Truster but may not touch the Truster in any way.
    - If the Truster touches an object in the obstacle course, he or she must return to the start line and begin again.
    - This is not a race, but a challenge to see if each team can work together to make it safely through the obstacle course.

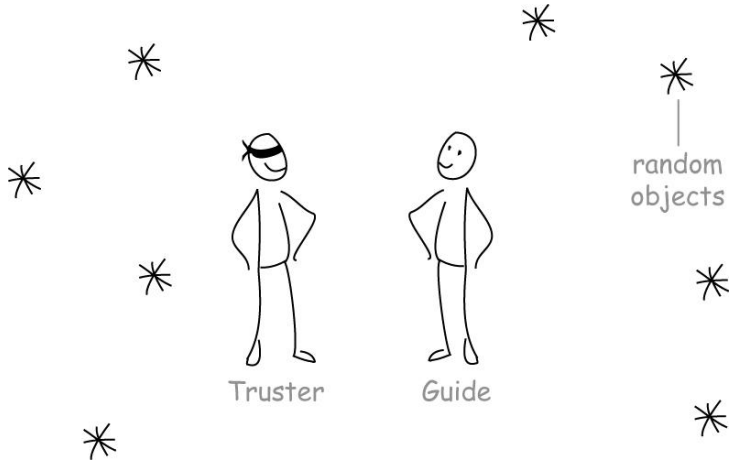
Team Trust *continued*

11. Repeat the game allowing the players to change roles.

⚠ Asking for players to volunteer to be the Truster: This is a social risk that not all individuals will feel comfortable with at first. Explain "challenge by choice," in that the challenge is their choice. They are a valuable member of the team whether they are a Truster or Guide.

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

- For those of you who were Trusters, how did it feel to be blindfolded?
- For those of you who were Guides, how did it feel to be responsible for the safety of the Truster?
- What did you do as Guides to make your Truster feel safe?

Connect

- What are some situations when you have had to be a Truster in life?
- How did it feel to be a Truster in those situations?

Team Trust *continued*

Apply

- In the future, what can you do to make someone who may not trust you feel more comfortable?
- What can we do in this program to help each other trust each other? (For example, greet each other by name, make an effort to learn about each other, encourage everyone to participate.)

Variations

- Ask all teams to start behind the start line. When the game begins, allow only the Trusters to move through the obstacle course. The Guides must direct their partners from behind the start line.
- Add more objects to the obstacle course and challenge the Trusters to accomplish 3 tasks while in the obstacle course before moving to the other side of the rectangle. For example, you might say, "Each Truster must sit on that chair, pick up that rock, and crawl under that rope before moving to the other side of the obstacle course."

Inclusion

- Refer to pp. 12–16.

**adapted from the Red Ball Child Play resource*

AGES 10+

YELLOW SPIRIT BALL

Roles People Play[1]

Key Learning

To develop awareness of one's personal qualities, values and perceptions.

Goal Of The Game

To try to determine what roles others play in groups.

What You Need

Equipment

- Helpful Roles and Unhelpful Roles Cards

No. of players

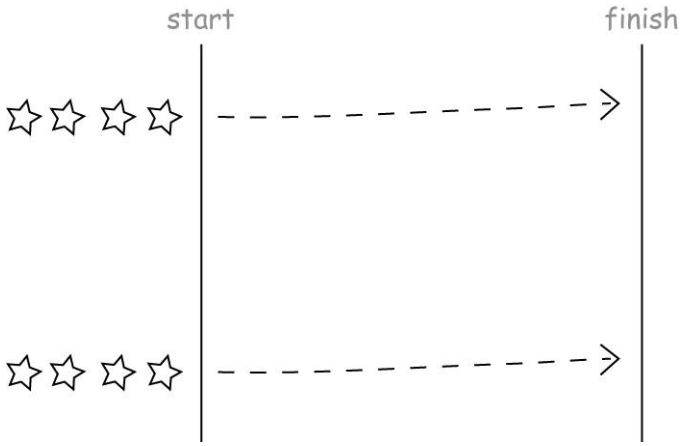
- 8 or more

Opening Questions

- What position do you usually play when you play your favourite sport?
- What role do you usually play when you work in a team? (For example, a joker? Encourager?)

How To Play

1. Divide players into groups of 4–6.
2. Draw 2 lines on the playing field, approximately 10 metres apart.
3. Ask all players to stand behind one line.
4. Explain and demonstrate that:
   - The task of each team is to get every player from one side to the other side.
   - Players cannot touch the ground when they are in motion.
5. When they are finished, ask: what strategy did you use? What role did you play?
6. Hand out the role-play cards.
7. Ask players to perform the task again as one group but to act it in a role this time.



[1] Gibbs, Jeanne, *Tribes: A New Way of Learning and Being Together,* CenterSource Systems, Sausalito, CA, 2000, pp. 384–386.

Roles People Play *continued*

Watch For

- Are players staying in their role when they plan the match?
- Are players able to guess what role others are playing?

Discussion

Reflect

- How did it feel to play a role that you typically don't play?

Connect

- What role do you typically play in a group?
- What happens in a group when even one person is acting an unhelpful role?

Apply

- What is a new role you can try this week?

Variations

- Expand the area to make it more challenging for players.

Inclusion

- Refer to pp. 12–16.

AGES 10+

YELLOW SPIRIT BALL

Guard Ball

Key Learning

To develop the ability to cope with and manage emotions.

Goal Of The Game

A team game in which players work together to achieve a common goal.

What You Need

Equipment

- Soft Ball – 2
- Chalk (anything to mark off 3 distinct sections in the play area)

No. of players

- 6 or more

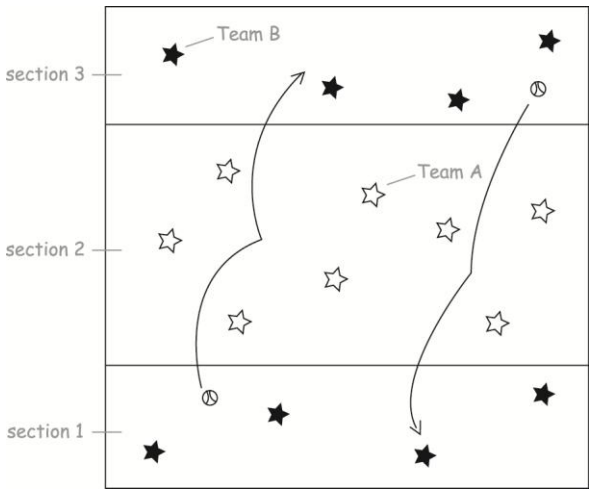
Opening Question

- How do people often react when they, or their favourite team, lose a sports match?

How To Play

1. Divide the players into an even number of teams of 3–8.
2. Pair up teams to play against each other. Call one Team A and the other Team B.
3. Create a rectangular play area for each pair of teams with 3 sections (sections 1, 2 and 3) as seen in the diagram.
4. Ask all Team A members to spread out in the middle section (section 2) of their play area.
5. Ask all Team B members to spread out evenly in both section 1 and section 3.
6. Give 2 balls to Team B.
7. Explain and demonstrate that:
   - Team B will try to pass the balls over section 2 to the other players on Team B. They can do this by rolling or bouncing the ball.
   - The balls must be passed below head level.
   - The goal of Team A is to stop or block ball passes between members of Team B.
8. Award one point for each successful pass.
9. Rotate teams every 3–5 minutes.

⚠ If the balls you are playing with are very hard, you may decide that the balls must be passed below waist level.



Guard Ball *continued*

Watch For

- Are the players handling their successes and failures well, and are they eager to try again?
- Are the teams effectively communicating with each other to be successful in this game?

Discussion

Reflect

- For the team that won, how did you react as a winner? How did you treat the other team?
- For the team that lost, how did you react to losing? How did you treat your teammates and the other team? Why?
- Does it matter if you win or lose in this game?

Connect

- How do you generally react when you lose?
- When we lose a game, what do we learn? (Answer: We can learn about each other. We can take time to identify and learn from our weaknesses. We can learn how to support each other. We can celebrate what we did well, etc.)

Apply

- The next time you play a game, how can you react if you win in order to respect the other team?
- If you lose, how can you react in order to respect the other team, the rules, and the game itself?

Variations

- Use more than 2 balls.
- Tell the teams they are not allowed to talk. After the activity, talk about the importance of communication and how it helps.

Inclusion

- Refer to pp. 12–16.

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CRC ACTIVITIES: AGES 8+

SAYING "NO!"

Key Learning

To identify examples of peer pressure bullying behaviour and demonstrate how to avoid it.

Goal of the Activity

To practice saying no to something you don't want to do.

What You Need

Equipment

- Cards or slips of paper: 1 per person
- Pen or pencil: 1 per person

No. of children

- 6 or more

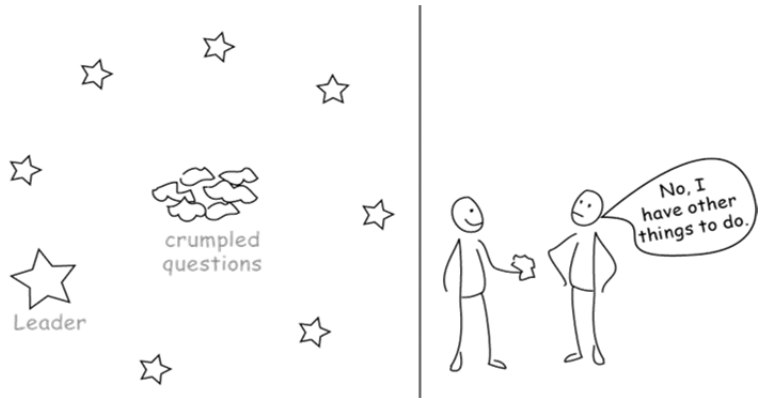
Opening Questions

- What do you think "peer pressure" means?
- How does it feel to have someone apply "peer pressure" to you?
- What response can you give when you are under pressure?

How To Play

1. Ask participants to sit in a circle.
2. Ask everyone to think of a situation when someone the same age has asked them or someone they know to do something they didn't want to. Provide examples to help participants: A friend asks to borrow something you value and keeps it for a long time. A friend asks you to try a cigarette or a drug. A friend suggests that you steal something from a store. A friend tries to convince you to bully someone else.
3. Ask participants to write down their examples. If participants cannot write, ask them to tell you the examples verbally.
4. When participants have finished writing, ask them to crumple up the paper and throw it in the middle of the circle.
5. Ask for two volunteers to role-play a bullying situation (see diagram). Ask the volunteers to choose one piece of paper from the middle of the circle. If they cannot read, simply choose an example and tell the children the situation.
6. Tell the two volunteers that one of them will try to convince the other person to do something, and the other child will try to refuse.
7. After the role-play, ask participants to think of ways to say no. (Possible answers:
   - You refuse politely, and repeat your refusal.
   - You give a reason for your refusal (but you don't have to apologize!).
   - You walk away.
   - You suggest something else to do.
   - You disagree with the other person.
   - You avoid the situation.)
8. Ask two other volunteers to choose another piece of paper from the middle of the circle. Ask them to use one of the different ways of resisting peer pressure that you just discussed in their new role-play.
9. End the activity when everyone has had a chance to act out a role-play.

SAYING "NO!" CONTINUED



Watch For

- Are children providing realistic examples of peer pressure?
- Are children able to role-play the situations?

Discussion

Reflect

- What was the easiest situation to refuse? Why?
- Which was the most difficult situation to refuse? Why?

Connect

- What are times in your life when you have been asked to do something you didn't want to do?
- How did you avoid the situation?

Apply

- It is normal to feel confused or to feel like something is wrong with you when others are putting pressure on you?
- What is one thing you can do to help others be confident and say no? (Possible answer: Support their positive actions.)

Variation

- Ask two volunteers to play bullies applying peer pressure and one person to resist this peer pressure.

Activity 3.f Modified games on stereotypes and discrimination

The games in this section can be used during the workshop 'play breaks' (see instructions on page 33) and to give staff, trainers and even coaches examples of Gender Equality games that they can use with the children.

RBCP: AGES 10+	YELLOW SPIRIT BALL

EMOTIONS ON THE RUN

Key Learning

To understand and challenge gender stereotypes in relation to emotional traits and emotions.

Goal Of The Game

A relay race in which children identify emotion and classify them into masculine or feminine.

What You Need

Equipment

- Cone or marker – 1 per team
- Chalk (anything to mark a start line)

How To Play

1. Prepare cards with different traditionally feminine and masculine emotions, feelings or traits written on each card. For example:
    a. Feminine traits: Soft, Calm, Beautiful, Caring, Patient, Empathetic, Submissive, Dependent, Unintelligent and Incapable, Emotional, Receptive, Intuitive, Weak, Timid, Content, Passive, Cooperative, Sensitive, Sex object, Attractive because of physical appearance
    b. Masculine traits: Strong, Handsome, Competitive, Ambitious, Dominant, Independent, Intelligent and competent, Rational, Assertive, Analytical, Strong, Brave, Active, Insensitive, Sexually aggressive, Attractive because of achievement
2. Ask children to name any emotion/traits they can think of.
3. Explain that this is a game about emotional traits or attributes that are expected of girls and boys.
4. Divide the children into teams of 6-8.
5. Ask each team to form a straight line behind the start line.
6. Place 2 baskets or cones or markers approximately 5-10 meters in front of each team. Place a sign that says 'masculine' (or 'boys') beside one of the cones and another one that says 'feminine' (or 'girls') besides the other cone – in front of each team.
7. Explain and demonstrate that:
    - This is a relay race.
    - Each child will have an opportunity to identify an emotion/ trait and classify it into masculine or feminine (for example, calm is feminine, strong is masculine etc.).
- When you say "Go!", the first child from each team will run to you and look at the emotion card you give them (give

• Emotion cards – 1 set No. of children • 6 or more	one card to each child). The children then run to the correct cone to classify the emotion card into their team's masculine or feminine baskets. • When the first child returns to his line, the next child in the team takes a turn. 8. The game is complete when each child has had a chance to classify at least one emotion. *Ensure that all children understand what the emotions are before you start.* *After they finish, have a look at the cards and identify some that were not classified in the same baskets for each group (for example one group classified 'weak' as feminine but another classified it as 'masculine')*  **Watch For** • Do the children understand the emotions well enough to classify them?  **Discussion** ***Reflect*** • What was the easiest emotion to classify? • What was the hardest emotion to classify? • Ask the groups about the emotional traits that were classified differently by each team – why they classified it as 'feminine' or 'masculine'. Explain that actually both boys and girls, women and men have these emotional traits but society pressures/expects girls to be feminine, and boys to be masculine, which is not always fair. ***Connect*** • According to you, for who is it easier/easiest to express their emotions – girls or boys? Why? (usually the answer is that boys are not expected to express certain emotions, like crying or signs of weakness) • What are the consequences of society preventing boys from expressing their emotions? ***Apply*** • What can you do to help challenge the stereotypes around emotional traits of girls and boys? • What can you do so that girls and boys can express their emotions?

BLUE PEACE BALL GAMES

Sample Opening Discussion Questions G157

Ages 10+

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Catch The Dragon's Tail..... G161
Elbow Tag G163
Four Goal Football G165
Line Ups..... G167
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One-Legged Challenge G181
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BLUE PEACE BALL GAMES

Ages 10+

Who has Rights-CP.....G246
Ladder of Children Rights-CP.....G248
Barking Dog-GE.....G250
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Run for your Rights-CP.....G258
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Safety Nets-CP.....G265
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SAMPLE OPENING DISCUSSION QUESTIONS



Ages 10+

- What is the best thing about being part of a team? How can you act like a good team player at home with your family? at school? in your classroom?
- What are some teams that we are all on together?
- Is there someone to whom you would tell anything that is on your mind? How have you come to trust that person so much? How might you feel if you had no one to talk to about your concerns or problems?
- What is the nicest thing you have ever done for a friend? What is the nicest thing a friend has ever done for you? In each case, describe what happened and how you felt.
- What are some signs (obvious and less obvious) that a person might need help? What does it take to be the kind of person who is always ready to help a person in need?
- Describe a time when someone helped you deal with a difficult situation. How did you feel about that person? Describe a time when you were able to help someone deal with a difficult situation. How did you feel? Would you do it again?
- Describe a time when you strongly disagreed with a friend. How did you feel at the time? How did you handle this disagreement? How might you handle a strong disagreement with someone you do not know as well?
- What are the qualities you look for in a friend? Of these qualities which is the most important to you? Why? Can your friends find those qualities in you?
- What advice would you give to someone trying to make new friends?
- What are some ways to finish this sentence? My best friend (or a good friend) is like _____ because _____.
  For example: My best friend is like sunshine because my friend makes me feel warm.
- How might your life be different if you could not speak? If you could not hear? What could you do to communicate in spite of those challenges? What would you want others to do to make communication easier?

SAMPLE OPENING DISCUSSION QUESTIONS



- How might your life be different if you could not speak? If you could not hear? What could you do to communicate in spite of those challenges? What would you want others to do to make communication easier?
- In what situations are signs and signals used to communicate instead of speech? What kinds of things can we communicate in this way? What kinds of things cannot be communicated in this way?
- What do you think of this saying? "It's not whether you win or lose; it's how you play the game (that is important)." Do you agree? Explain.
- Do you think you are a determined person? If you set out to accomplish something, what do you usually do if something gets in your way? Give some examples. If you are trying to accomplish something, does it help if you are encouraged by a group? Explain.

- Do you agree with the saying: "United we stand, divided we fall?" Describe a time when you found it easier to accomplish something as part of a group. Describe a time you found it easier to succeed on your own.
- What are some team skills? Which of those do you feel are your strengths? Why do you say so? How did you develop those? Which do you feel you should improve on? Why do you say so? How will you improve on those?
- What is a leader's job? If you are not chosen captain or called "Leader," can you still be a leader in a group? How?
- Do you know someone who turned out to be very different from your first impression of that person? How did you form your first impression? What changed your mind?
- Have you ever been upset with someone because of a lack of communication? How might it have been avoided? How did it work out? What are some situations in which it is difficult to communicate clearly with others?
- Do you agree that a picture is worth a thousand words? What can a picture communicate that other sources of information cannot such as newspaper articles and radio?

BODY SPELLING

Key Learning

To develop cooperative, communicative and team skills.

Goal Of The Game

A team challenge in which children spell words with their bodies.

What You Need

Equipment

- None

No. of children

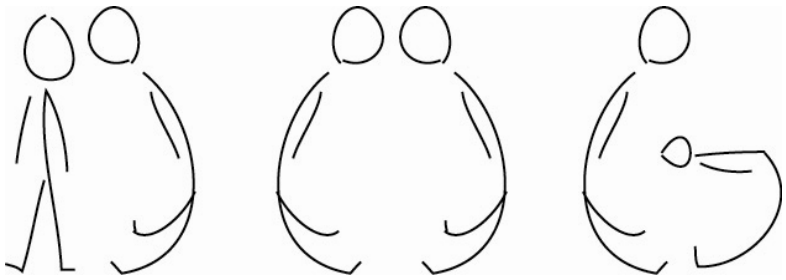
- 6 or more

How To Play

1. Divide the children into groups of 3-4.
2. Explain and demonstrate that:
   - You will select a simple word (for example, "dog," "bat," "see," etc.).
   - Each group is to use their bodies to spell out the word.
3. Remind the children that everyone in the group must be included.
4. Hint that they might find it easier to lie on the ground and spell out the words.

⚠ Some children may have difficulty or feel insecure about their spelling. If you sense this, help them by spelling the word out loud to start. Then repeat the word later to see if they remember how to spell it.

5. Continue playing until each team has spelled at least 5 words with their bodies.



Watch For

- Are the children working together to complete the task?
- Is everyone in the group involved?

BODY SPELLING CONTINUED

Discussion

Reflect

- What strategies did you use to play the game?
- Did one member of your team become the leader? Did this make your job easier? Why or why not?
- How did you like working in a group?

Connect

- What have you liked about working in groups in the past?
- What type of people do you like to work with? Why?

Apply

- Name a time when you are going to have to work with others to be successful at something?
- What are some of the benefits of working in a group?
- What can be some of the difficulties of working in a group?

Variations

- Have the children choose the word they want to spell.
- Have the children complete the word and then work together to use the word in 3 different sentences.
- Provide a sentence for the children to spell one word at a time (for example, "We love the blue ball").
- Have the children create a sentence that they present to you.

Inclusion

- Refer to pp. G7-G11.

CATCH THE DRAGON'S TAIL

Key Learnings

To develop leadership, cooperative and team skills.

Goal Of The Game

To work as a team to keep the Dragon's tail away from the Knights.

What You Need

Equipment

- None, potential for using blindfolds

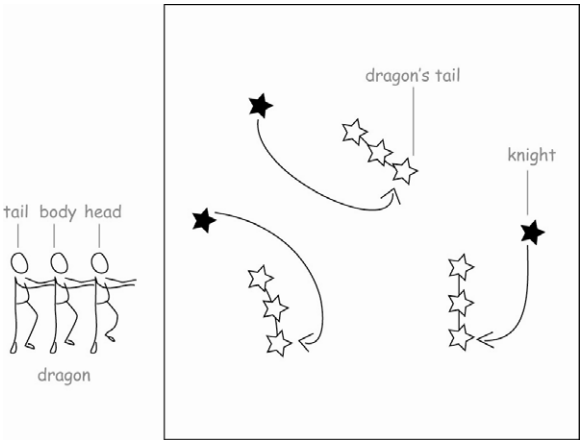
No. of children

- 6 or more

How To Play

1. Ask 1-3 children to be Knights.
2. Divide the remaining children in groups of 3.
3. Ask each group to form a line.
4. Explain and demonstrate that:
   - As a team, each line operates as a Dragon. Together, each child plays a role as the Dragon's head, body or tail.
   - The children are to remain attached at all times by holding the waist or shoulders of the person in front of them.
   - As the Dragon, the group is to work as a team to keep away from the Knights. The Knight is trying to catch the Dragon by touching the Dragon's tail.
5. Encourage the Dragon to stay attached. If the Dragon comes apart, the Dragon's head becomes the tail.
6. If the Knight catches the Dragon, the Dragon's head becomes a Knight and the Knight becomes the Dragon's tail.
7. The game finishes at your discretion.

⚠ Ensure the children are comfortable with the speed they move at as a Dragon.



Watch For

- Are all of the children in the Dragon actively communicating and working well as a team?
- Do the children look comfortable running and moving while attached to one another?

CATCH THE DRAGON'S TAIL CONTINUED



Discussion

Reflect

- What was it like to have different roles in the Dragon?
- How did you communicate with your teammates during the game?
- Are you less of a leader if you are in the body or tail of the Dragon? Why?

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

- What can you do to be an effective leader when you are not necessarily the assigned group leader or captain?
- Why is it important to have people in both roles?



Variations

- Eliminate the Knight and have the Dragon's head try to catch the tail of another Dragon.
- Increase the number of children in the Dragon's body and discuss how they feel as a contributing team member when the group is larger.



Inclusion

- Refer to pp. G7-G11.

ELBOW TAG

Key Learning

To develop cooperative and team skills. To develop good relationships with friends and empathy for others.

Goal Of The Game

A tag game in which the children avoid being tagged by linking elbows with other pairings.

What You Need

Equipment

- None

No. of children

- 6 or more

How To Play

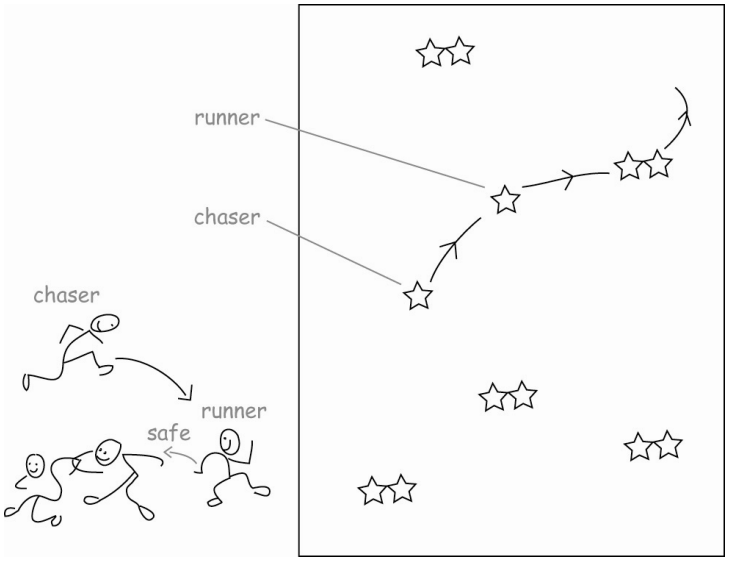
1. Divide the children into pairs.
2. Ask the pairs to spread out across the play area.
3. Ask for one pair to volunteer to start as the Chasers.
4. Ask for one pair to volunteer to start as the Runners.
5. Ask all of the other pairs to link arms at the elbows (see diagram).

6 Explain and demonstrate that:

- When the game begins, the Chasers will try to catch and tag the Runners.
- If a Chaser catches a Runner, the players switch roles. (The Chaser becomes the Runner and the Runner becomes the Chaser.)
- A Runner becomes safe by linking arms with a pair on the playing field.
- When a Runner links arms with a pair, the outside partner, the partner not linked to the Runner, becomes the new Runner.

7. Continue playing until all children have had a chance to be both a Runner and a Chaser.

⚠ Ensure that the children slow down when running ***toward*** a pair to link arms with.



Watch For

- Are the children being safe when they attempt to link arms while being chased?
- Are the Runners linking to new children often?
- Are all children having a chance to run and to chase?

ELBOW TAG CONTINUED

Discussion

Reflect

- How did it feel to be able to help a Runner by offering an elbow to link onto? Why?

Connect

- Can you think of a time in your life when someone helped you when you were in need? How did it feel?
- Can you think of a time when you have helped someone else? How did that feel?

Apply

- How can you help others when they are in trouble?

Variations

- Designate teams A and B. Allow the linked pairs to "block" a runner from the opposite team from joining their pairing by saying "block" when a runner from the opposite team comes for safety.

Inclusion

- Refer to pp. G7-G11.

FOUR GOAL FOOTBALL

Key Learning

To develop cooperative, communication and team skills.

Goal Of The Game

A game of football in which the field contains four goalposts and each team works together to score goals on the opposing team while defending their own goals.

What You Need

Equipment

- Chalk, cones or rope to mark out the playing area
- Cones or similar objects to mark off goalposts - 8
- Armbands (enough for half the children)
- Balls - 2 for every pair of teams

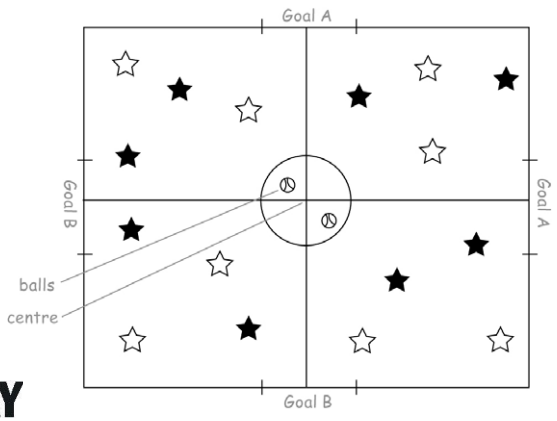
No. of children

- 6 or more

How To Play

⚠ Ensure that the play area is clear of obstacles.

1. Divide the children into equal teams of 5-8.
2. Pair up the teams and call one Team A, the other Team B.
3. Give every child on Team A an armband.
4. Use the chalk and markers to mark off clear boundaries for the square playing area(s). Use the cones to mark four clear goals.(See diagram)
5. Explain and demonstrate that:
   - This game is similar to football with a few major differences.
   - There are four goals and two footballs on the playing field.
   - The game is played without goalkeepers.
   - Each team must work together to defend two goals as well as try to score goals on the opposing team.
   - Players can only use their feet to control the ball.
   - If the ball goes out of bounds, a child from the team that did not touch the ball last is able to bring the ball to the side line and kick it back into play from there.
   - A point is awarded to any team that gets the ball through one of the goalposts being defended by the opposing team.
   - When a point is scored the ball is given to the opposite team who scored, and the game continues.
6. To begin the game, place two balls at the centre of the playing field (see diagram).
7. After playing for 3-4 minutes, give each team 2 minutes to discuss a strategy to be more effective in the game.
8. Continue playing for 3-4 minute intervals and provide more opportunities for teams to meet and work on improving their strategies for success.
9. The game ends at your discretion.



FOUR GOAL FOOTBALL CONTINUED



Watch For

- Are the children using only their feet to touch the ball?
- Are the children communicating with fellow team members and making "plans" and "strategies?"
- Are the children working together in their teams?
- Are the children using the whole field and not simply guarding the goalposts?



Discussion

Reflect

- What were some of the biggest challenges your team faced during this game?
- What were some of the strategies your team came up with to be successful?
- Which strategies were the most effective? Which were the least effective? Why?
- How did your team decide what plan or strategy to move forward with?

Connect

- When else in life have you worked with others as a part of a team?
- Can you give some examples of times when working with others has been frustrating or successful? What was it about the situation that made it frustrating or successful?
- What do you think you could have done to improve the frustrating situation?

Apply

- When working with others in the future, what are some things you can work on in order to be successful?
- What are some things you can do in order to decrease frustration and improve communication?



Variations

- Increase the size of the playing area.
- Add more balls to the game.
- Add more goal posts to the game giving each team 3-4 goals to protect and to score on.



Inclusion

- Refer to pp. G7-G11.

LINE UPS

Key Learning

To develop cooperative and communication skills. To develop empathy for others.

Goal Of The Game

A team challenge that requires children to line up in a specific order.

What You Need

Equipment

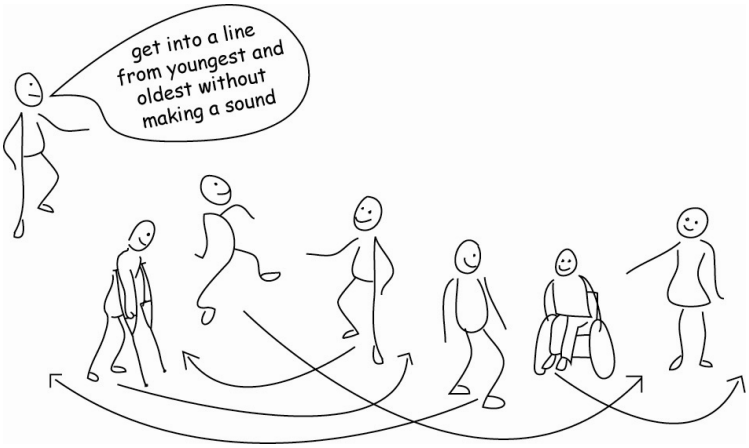
- None

No. of children

- 6 or more

How To Play

1. Divide the children into groups of 6-10.
2. Tell the children this is a game that requires them to use different forms of communication.
3. Explain and demonstrate that:
   - You will ask the children to form straight lines in a specific order (for example, from tallest to shortest, from youngest to oldest, alphabetical by first name, alphabetical by last name, etc.)
   - The children will have to work together to form the line as quickly as possible.
4. When the children become comfortable with forming the lines, challenge them to form new lines without speaking. For example "Get into a line from smallest hands to largest hands without making a sound."
5. The game ends at your discretion.



Watch For

- Are the children organizing themselves quickly?
- Is every child participating?
- Are the children using gestures to communicate when they are not allowed to speak?

LINE UPS CONTINUED

Discussion

Reflect

- What did you find challenging about this activity?
- How did you organize yourselves into the lines as quickly as possible?
- How did you organize yourselves when you weren't allowed to speak?

Connect

- When else in life do you have to use different ways of communicating?

Apply

- What are some ways of communicating when you cannot use words?
- What can you do to communicate with someone who is mute (cannot speak) or has a hearing impairment (cannot hear)?

Variations

- Ask the children to complete the task with blindfolds on.

Inclusion

- Refer to pp. G7-G11.

OVER AND UNDER

Key Learnings

To develop cooperative and team skills.

Goal Of The Game

A relay game in which the children pass a ball over and under each other while racing another team.

What You Need

Equipment

- Ball
  – 1 for each team

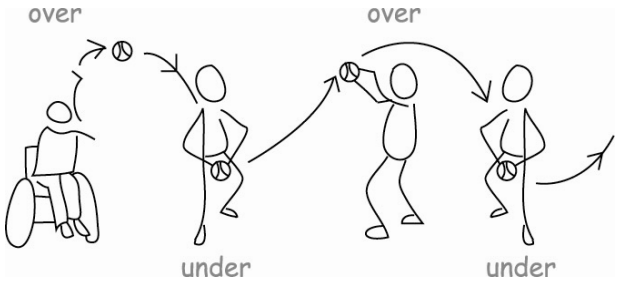
No. of children

- 6 or more

How To Play

1. Divide the children into teams of 6-8 players and have them line up.
2. Give the first child in each line a ball.
3. Explain and demonstrate that:
   - When the game begins, the first players in line pass the ball over their heads to the players behind them. These players pass the ball through their legs to the teammates behind them. This pattern of "over" and "under" continues until the ball reaches the last child in line.
   - The last child in line runs to the front of the line with the ball to start again. This pattern continues until the child that started with the ball returns to the front of the line.
4. Encourage any child that drops the ball to pick it up and try again.
5. The game finishes at your discretion.

⚠ To avoid collision, ensure the children have adequate space between them.



Watch For

- Are the children ensuring that the teammate they are passing the ball to is receiving the ball with ease?
- Are the children actively supporting one another by cheering and using positive words?

OVER AND UNDER CONTINUED



Discussion

Reflect

- How did it feel to accomplish this task?
- What did you do to contribute to your team?
- How did you encourage your teammates as they played the game?

Connect

- Tell me some words that are encouraging to you?

Apply

- When can you encourage others at school?



Variations

- Have the children do this activity with a sponge and two buckets. The goal is to transfer as much water as possible in the sponge from the front bucket full of water to an empty bucket at the back of the line. The children transfer the sponge down the line using the over/under pattern. The last child squeezes out the sponge and runs to the front, dips it in the water bucket and starts the transfer again.
- Once the ball gets to the back of the line, the last person runs to the front of the line and starts passing the ball again. This time, instead of over and under have the children pass it to their left side and then their right. When the game starts for a third time, have the children go back to over and under.



Inclusion

- Refer to pp. G7-G11.

THE BALL IS FREE

Key Learnings

To develop cooperative and team skills.

Goal Of The Game

To work as a team to minimize the number of laps obtained by the "throwing team."

What You Need

Equipment

- Ball – 1 for every 2 teams (1 for every team if possible to allow all teams to practise at once)
- Chalk or anything to mark the play area

No. of children

- 6 or more

How To Play

1. Divide the children into teams of 3-8.
2. Ensure that you have an even number of teams.
3. Pair up teams to play with each other, calling one team, Team A, and the other Team B.
4. Explain and demonstrate that:
   - There are two activities that will take place during the game: Over and Under and The Circle Run.
   - Both activities will be practised before the actual game begins.
   - In Over and Under, each team will get a chance to form a straight line and to pass a ball over the first child's head, between the next child's legs, over the next child's head, under the next child's legs and so on (see Diagram A).
   - When the last child in the line receives the ball, that person yells "The ball is free!" and throws the ball somewhere else in the play area.

PRACTISING

5. Give all teams a ball and ask each team to practise Over and Under once.
6. When all teams are comfortable with Over and Under, retrieve the balls and explain the second part of the game: The Circle Run.
7. Explain and demonstrate that:
   - After a team member has thrown the ball and yelled "The ball is free!," the Circle Run begins.
   - In The Circle Run team members form a tight circle.
   - One team member volunteers to run laps around the team circle (the children will take turns in this role each round).
   - All other team members count the number of laps run (see Diagram B).
   - Lap running stops only when the children hear someone from the opposite team yell "The ball is free!."
8. Ask teams to practise the Circle Run.
9. After 20 seconds yell "The ball is free" and ensure that all teams stop immediately.

THE BALL IS FREE CONTINUED

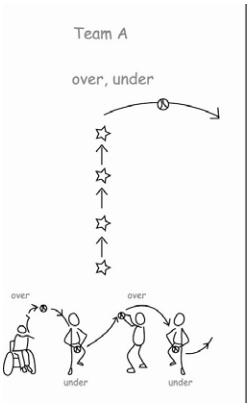


Diagram A

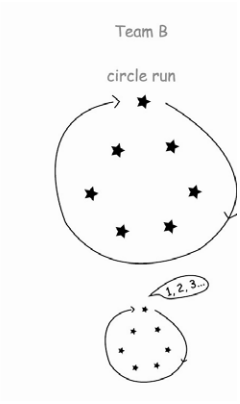


Diagram B

PLAYING THE GAME

10. Explain that when the game begins, both activities will occur at the same time:
    - Team A will start with the ball and begin Over and Under.
    - At the same time, Team B will start The Circle Run.
    - When Team A throws the ball and yells "The ball is free!" Team B will run to the ball, form a line, and begin Over and Under. Team A will begin The Circle Run after throwing the ball.
11. The object of the game is to complete as many laps as possible during The Circle Run.
12. Teams will continue adding new laps to their old totals.

⚠ Ensure that different children get the chance to run laps each time.

13. Give every Team A a ball and instruct them to begin Over and Under when you say "Go." Tell Team B that they will begin The Circle Run when you say "Go." When teams are ready, say "Go."
14. Allow teams to play for long enough that each team gets an opportunity to participate in both parts of the activity at least 3-4 times.

⚠ Make sure the children are careful to leave adequate space when running around each other.

Watch For

- Are the teams working together to accomplish their task?
- Are they focused on their team's task?

Discussion

Reflect

- What did you do to help your team be successful in this task?
- What cue words helped your team out?

Connect

- How have you supported friends in the past?

Apply

- Do you have to be in set teams to encourage and support each other daily?
- How can you support others every day?

Inclusion

- Refer to pp. G7-G11.

BLINDFOLDED PARTNER RUNNING

Key Learnings

To develop respect for the similarities and differences of people. To develop leadership skills. To develop empathy for others.

Goal Of The Game

A race in which pairs (one child is blindfolded) move to a common place and back to the start.

What You Need

Equipment

- Blindfolds – 1 per pair
- Cone – 1 per team
- Chalk or sticks (anything to mark a start line)

No. of children

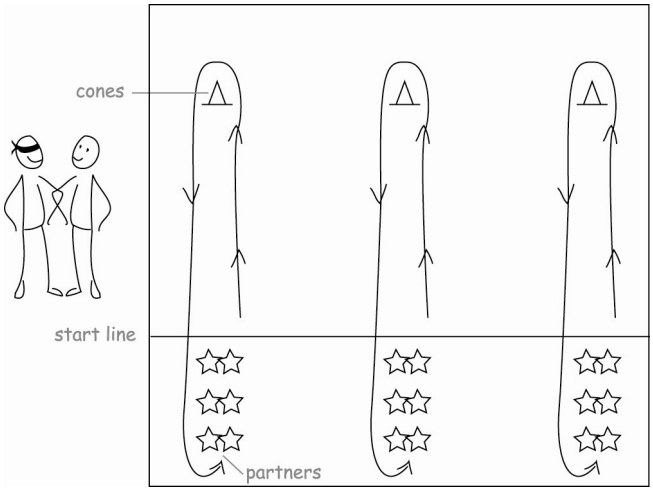
- 6 or more

How To Play

1. Divide the children into teams of 4-8 (try not to have more than 5 teams).
2. Ask the children to find a partner on their team.
3. Draw a clear start line.
4. Ask each team to form a line standing in pairs beside their partners. Everyone must stand behind the start line (see diagram).

⚠ Do not have more than 5 partners start at a time (see diagram).

5. Place a cone 10 metres in front of each team.
6. Ask partners to link arms.
7. Give a blindfold to 1 child in each pair.
8. Explain and demonstrate that:
   - This is a relay.
   - Each pair will get a chance to walk to the cone and back.
   - 1 partner, A, will be blindfolded during this walk. The other partner, B, will help to guide A on the walk.
   - When one pair returns, the next pair will begin.
   - Encourage partners to change roles so that they both have a chance to be blindfolded and to lead.
   - Each team is finished when all members have walked to the cone and returned twice (once as the guide and once while blindfolded).
9. Once all children are comfortable with walking, challenge them to repeat the relay, this time running to the cone and back.



Watch For

- Are the sighted children being mindful of their blindfolded partner and their peers?
- Are the children a safe distance from one another?
- Is the play area free from obstacles that may trip the blindfolded partners?

BLINDFOLDED PARTNER RUNNING CONTINUED



Discussion

Reflect

- How did you feel when you were blindfolded?
- How did you, as a leader, gain the trust of the blindfolded person?
- What made being blindfolded challenging or easy?

Connect

- What are some situations you have been in where you are responsible for someone else?
- How does it feel to be responsible for someone else's safety?

Apply

- What are some important things you should keep in mind when taking care of someone else?
- How do you change the way you communicate with someone when they cannot "see" what you see?



Variations

- Create an obstacle course for the partners to race through.
- Create groups of three with 1-2 children blindfolded in each group.



Inclusion

- Refer to pp. G7-G11.

BUILDING CONFIDENCE

Key Learnings

To develop cooperative skills.
To develop trust and respect for others.

Goal Of The Game

A team challenge in which children must build a structure based on verbal reports from other teammates.

What You Need

Equipment

- A collection of objects with which to build a structure or design (sticks, rocks, blocks) – 1 identical collection for each team
- A means of separating the teams so the structures can't be seen (blanket, a wall, a separate room, around a corner)

No. of children

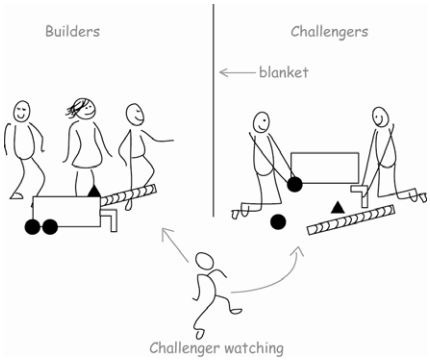
- 6 or more

How To Play

1. Hang a blanket so that the children cannot see over it (or use two separate areas).
2. Divide the children into an equal number of teams (3-5 children per team).
3. Pair up teams calling one team the Builders and the other team the Challengers.
4. Give each team of Builders and Challengers a bag filled with building objects.
5. Explain and demonstrate that:
   - On one side of the blanket are the Builders. Builders will have 3 minutes to build a structure using the objects given to them.
   - On the other side of the blanket are the Challengers. They cannot see what the Builders are making.
   - Once the Builders have finished, the Challengers will have to recreate the exact same structure the Builder team made.
   - The key to the game is that the Challengers cannot look at the structure while trying to reproduce it. Instead, one child from the Challengers will move to the other side of the blanket, examine the structure for 10 seconds and describe to the team how to build it.
   - Each child on a team has one opportunity to view the structure and report to the team what the next steps should be.
   - The Challengers will have 3-5 minutes to recreate the structure.
6. Once the Challengers have recreated the structure to the best of their ability, the blanket can be lowered and the structure compared to the original to see how similar they are.
7. Change the roles of the teams, making the Challengers the new Builders, and the Builders the new Challengers.

⚠ Encourage the children to listen to each other's instruction.

BUILDING CONFIDENCE CONTINUED



Watch For

- Are the children listening to their teammates' suggestions?
- Are the children being supportive of each other?
- Are the children on the Challenger team taking one turn to view the structure?

Discussion

Reflect

- How did you feel when you had to report to your group? Did you feel that your teammates listened to you?
- How did you feel about having to trust what others were saying without seeing it for yourself?
- What was it like working as a team and trusting each other?

Connect

- Who do you trust in life?
- What qualities make you more likely to trust someone?

Apply

- What can you do to so that you are trustworthy to others?

Variations

- Allow one child from the Challenger group to see the structure and report to the group. (Do not rotate the role among players.)
- Make the teams smaller and repeat the activity. This will encourage participation from all team members.

Inclusion

- Refer to pp. G7-G11.

CAPTAIN TRUST

Key Learning

To develop cooperative skills.
To develop trust in others.

Goal Of The Game

To explore the circle without touching the edge.

What You Need

Equipment

- Blindfolds – 1 per group
- Hat – 1 per group

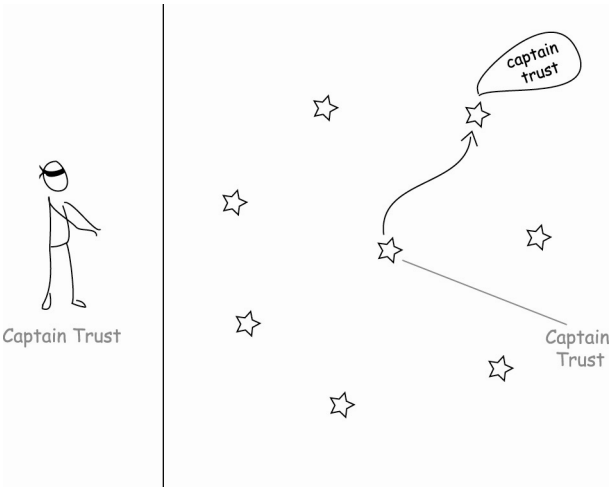
No. of children

- 6 or more

How To Play

1. Divide the children into groups of 6-10.
2. Ask the groups to form a circle, holding hands.
3. Ask the children to think of a person they trust.
4. Explain that this is a game in which some children will have to trust the group.
5. Ask for a volunteer from each group to be blindfolded and play the role of Captain Trust.
6. Explain and demonstrate that:
   - Captain Trust will stand in the middle of the circle with a blindfold on.
   - Captain Trust can walk in any direction.
   - When Captain Trust approaches the edge of the circle, the child closest will say "Captain Trust." This will tell Captain Trust that it is time to change directions to avoid touching the edge of the circle.
7. Repeat the game allowing different children to play the role of Captain Trust.
8. Continue playing for 1-2 minutes each round.

⚠ Ask for children to volunteer to be in the middle: This is a social risk that not all individuals will feel comfortable with at first. Explain "challenge by choice," in that the challenge is their choice. They are a valuable member of the team whether they are a part of the circle or in the middle.



CAPTAIN TRUST CONTINUED

Watch For

- Are the children communicating effectively and developing a sense of trust?
- Are children being good-natured and cooperative?

Discussion

Reflect

- What made this a team activity if only one person was playing Captain Trust?
- Did you feel more comfortable as a person in the circle or the person blindfolded?

Connect

- Do you think of yourself as someone who is trustworthy? Why? Why not?
- Have you ever had to trust someone else entirely? How did it feel?
- When is it important to be trusted and to trust others in our daily lives?

Apply

- What can you do to help others feel safe and trusting of you?

Variations

- Once Captain Trust puts the blindfold on, ask the circle to move in very close or move out as far away as they wish.
- Have one person in the circle be "it" with a special hat on. The goal for Captain Trust is to move around the circle, trying to stand within half a metre of the person with the hat on, without touching the edge. Once the person in the middle is successful in doing so, someone else can take a turn.

Inclusion

- Refer to pp. G7-G11.

MOONBALL

Key Learning

To develop communicative, cooperative and team skills.

Goal Of The Game

To work together to keep the object (inflatable ball, balloon, etc.) in the air.

What You Need

Equipment

- Inflatable balls (balloons or footballs) – 1 per group

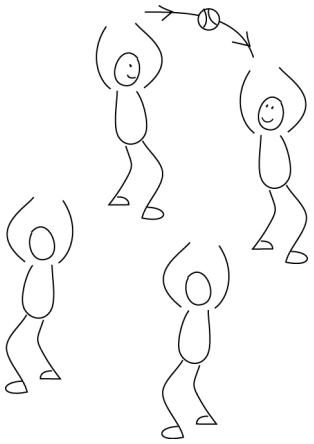
No. of children

- 6 or more

How To Play

⚠ Ensure that the playing area is clean and safe.

1. Divide the children into groups of 6-8.
2. Ask each group to stand in a circle.
3. Give an inflatable ball to one child in each group.
4. Explain and demonstrate that:
5. The child with the ball will throw it up into the air.
6. The other children in the group will work to bump or hit the ball in order to keep it in the air.
7. Each group must work together to keep the ball in the air (without touching the ground) for as long as possible.
8. All members of the group should be involved in this task.
9. If the ball touches the ground the child closest to it can pick it up and throw it into the air to begin the game again.
10. The object of the game is to keep the ball in the air for ten bumps or hits in a row.
11. If groups complete the task of ten hits in a row, increase the challenge to 15 or 20 hits in a row.
12. The game ends at your discretion.



Watch For

- Are the children taking turns to allow all group members to participate?
- Are the children working together to keep the ball in the air?
- Is the group beginning again when the ball touches the ground?

Discussion

Reflect

- What was most challenging for you during this game? Why?
- How did your team work together to overcome this challenge?
- If you were to complete this challenge again, what would you want your group to do differently?

Connect

- When else in your life have you had to work as a team to complete a task?
- Can you think of a time when you have worked in a team and you became frustrated with one of your teammates? How did you deal with your feelings?
- Can you think of a time when you have been part of a team and you felt like you were not valued or appreciated? How did you feel?

Apply

- The next time you work in a team, what are some things you can do to make sure every person feels valued and appreciated?
- What can you do to help the team members achieve a task without getting frustrated with each other?

Variations

- Add additional rules to increase the challenge, for example:
- The ball must stay in the air until everyone touches the ball once.
- No one can touch the ball two times in a row.
- The ball must stay in the air for one full minute for the group to be successful.
- Only legs and the head can be used to hit the ball.
- Introduce a second or third ball to the game.
- Ask the children to change their group formation (for example, standing further away from each other, in a square or in a line).

Inclusion

- Refer to pp. G7-G11.

ONE-LEGGED CHALLENGE

Key Learning

To develop cooperative, communicative and team skills.

Goal Of The Game

To stand on one leg, lean on teammates, and work to lower the body as close to the ground as possible.

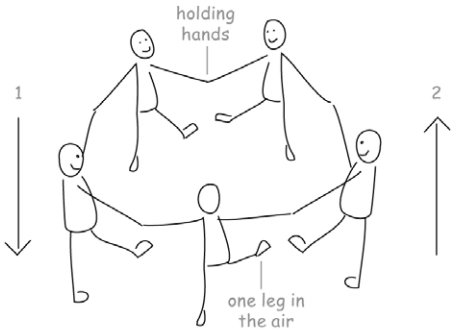
What You Need

Equipment

- None

No. of children

- 6 or more



How To Play

⚠ There is a high chance that the children may fall down during this game. Make sure the playing area is clear and safe. Tell the children that they must do their best to support each other during the game.

1. Divide the children into groups of 6-10.
2. Ask the children in each group to hold hands and form a circle.
3. Explain to the children that they are about to play a game that involves trusting and supporting each other. Every child should do his/her best to support teammates and make them feel safe.
4. Ask the children to choose their strongest leg and stand on it (see diagram).
5. Ask the children to point their free leg *toward* the centre of the circle keeping it off the ground.
6. Explain and demonstrate that:
7. When you *say, "Go!"* all children will work together to lower themselves *toward* the ground.
8. They can lean on each other and work to support each other as they do this.
9. When they feel they have lowered themselves as far as they can, they will work together to stand up again.
10. Throughout the entire process, the children should maintain contact with the people on either side of them (holding hands or linking arms).
11. The only part of their bodies that should touch the ground is the foot on their strongest leg.
12. If the group loses balance and a body part other than the strong standing leg touches the ground the group must start the challenge over again.
13. Children who do not feel comfortable playing this game can be the "spotters." They can walk around and support the balance of the group.
14. *Say, "Go!"* to begin the challenge.
15. If a group struggles with the challenge, allow the group time to discuss a strategy to increase its possibility for success.
16. The game ends at your discretion.

ONE-LEGGED CHALLENGE CONTINUED



Watch For

- Is every child helping to support the group?
- Are the children standing on only one leg?
- Are the children working together to succeed in the challenge?



Discussion

Reflect

- At the beginning of the game how did you feel about the task? Why?
- What was the most difficult aspect of the challenge?
- How did you work as a team to overcome the difficulties?
- Did you feel you could trust your teammates? Why or why not?
- What could your teammates have done to increase your trust in them?

Connect

- Can you think of someone who you really trust in life? What is it about the person that makes you trust them?
- Can you think of someone who really trusts you in life? What have you done in order to allow that person to trust you?
- Can you give an example of a challenge you have had in life when you have needed the support of others?
- What qualities make someone a good support or a good friend?

Apply

- The next time you are in a situation where you need others to trust you, what can you do to build their trust?
- What can you do to be a support to other people?



Variations

- Increase the size of the groups.
- Ask children to stand on their other leg (their weaker leg) throughout the activity.



Inclusion

- Refer to pp. G7-G11.

SEVEN BOTTLES

Key Learning

To develop cooperative and team skills.

Goal Of The Game

A team challenge game in which one team tries to knock down bottles while the other team tries to protect the bottles.

What You Need

Equipment

- Small balls – 2
- Large bottles (or blocks of wood) – 6-7

No. of children

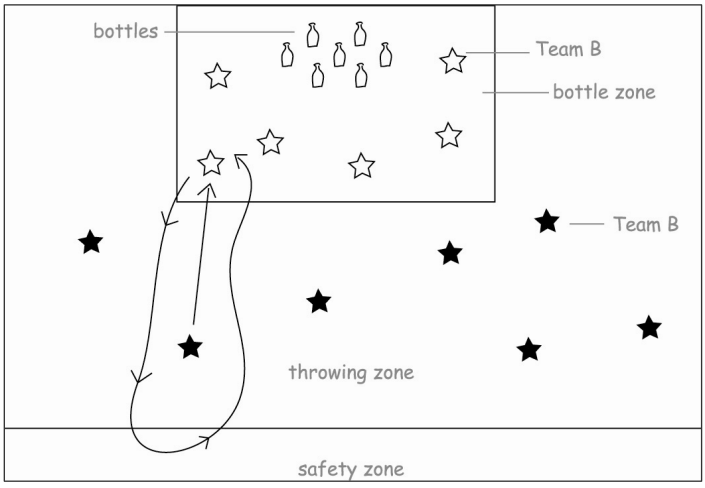
- 6 or more

How To Play

1. Divide the play area into 3 areas: 1 Safety Zone, 1 Bottle Zone and 1 Throwing Zone (see diagram).
2. In the Bottle Zone, place seven bottles standing upright.
3. Divide the children into 2 equal-sized teams (Team A and Team B).

⚠ A maximum of 20 people on each team. If you have more players, divide the children into 4 teams and make 2 play areas.

4. Explain and demonstrate that:
   - Team A will start by standing in the Bottle Zone trying to protect the bottles.
   - Team B will stand in the Throwing Zone and try to knock the bottles down.
   - Team B will be given 2 balls to use and can throw them only from the Throwing Zone.
   - Team B can only hit members of Team A with balls <u>below the waist</u> and can only throw when they are in the Throwing Zone.
   - If a member of Team A is hit, the player must run through the Throwing Zone to the Safety Zone and can then return to the game by going back to the Bottle Zone.
   - Team A must work to stand up the bottles before all 7 bottles are all knocked down.
   - Team B will have 2-5 minutes to try to knock down all the bottles so that none are standing.
   - The teams will switch roles regularly.
5. Challenge teams to continue playing to beat their previous record of bottles knocked down at one time.



SEVEN BOTTLES CONTINUED

Watch For

- Is every child getting a chance to throw the ball?
- Are children communicating with one another?

Discussion

Reflect

- What did you find difficult about rebuilding the target?
- How did you work as a team to rebuild the target?
- How did you work as a team to throw the ball at the other team?
- How can you support your teammates even if you aren't throwing the ball?

Connect

- How can you work as a team to accomplish goals as a family and in your community?
- What are some of the qualities you most appreciate in a teammate?

Apply

- What are some of the things you can do to help support teammates or fellow family members?

Variations

- Increase or decrease the size of the Bottle Zone.
- Play with 3-4 balls.
- Create 2 areas with bottles in them within the Bottle Zone. The team protecting the bottles will have to spread out more and work harder to protect the bottles.

Inclusion

- Refer to pp. G7-G11.

Hopes and Dreams

Key Learning

To develop the capacity to lead others.

Goal Of The Game

To keep the ball in the air.

What You Need

Equipment

- Medium-sized ball – 1 per group

No. of players

- 8 or more

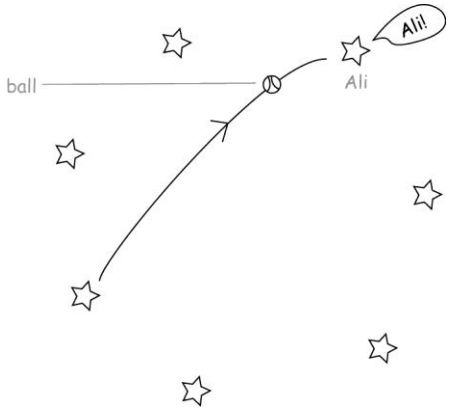
Opening Questions

- What is a hope? What is a dream?
- What is one thing you hope for in the next year?

How To Play

1. Divide the players into groups of 8–10.
2. Ask each group to form a circle.
3. Explain and demonstrate that:
    - In this game, you will talk about your hopes and dreams. Ask players to think of one thing they hope for in their future. Once they have a hope in mind, ask them to use their magic pen (their finger) to write or draw their hope in the air. They should complete this task quietly.
    - Explain that in this game, the ball represents their hope. The players' task is to keep the ball, their hope, in the air.
    - This game requires each group to work together to keep the ball in the air.
    - Ask for a volunteer from each group to start the game.
    - The starting player will toss the ball high into the centre of the circle. Another member of the group will try to hit the ball to someone other than the person from whom the ball was received.
    - Before hitting the ball, players must call out their own name. This will tell other group members that someone has claimed the ball.
    - As the ball is hit around the circle, the entire group will count out loud the number of hits.
    - If the ball goes out of the circle it stays in play if the group keeps it in the air and hits it back into the circle.
    - Each time the ball touches the ground, the counting of hits must begin again.
4. Encourage the group to improve the number of hits during each new round of play.

6. The game ends at your discretion.



Watch For

- Is each player hitting the ball?
- Are players counting the number of hits out loud?

Discussion

Reflect

- How did it feel to help your team keep the ball in the air?
  How did you feel when the ball touched the ground?

Connect

- When have you had to complete a task?
- Can you remember the encouragement you heard from others?
- What is the difference between a "wish" and a "hope"? Explain that when we wish for something, we are thinking about the future, but we are not yet taking action. Hope is more than imagining a different future. A hopeful person takes action toward making the wish or dream come true.

Apply

- What is something you hope for?
- What is something you can do this week, month or year to try to make your hopes come true?

Hopes and Dreams *continued*

Variations

- Change the way the ball is kept in the air (for example, use your head).
- To make the game more difficult or to make it easier, change the size and weight of the ball. For a small ball, instruct players to use their feet to play.

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

AGES 10+

BLUE PEACE BALL

Leading the Pack

Key Learning

To develop the capacity to lead others.

Goal Of The Game

To follow the actions of the Leader.

What You Need

Equipment

- None

No. of players

- 6 or more

Opening Question

- What are some things a good leader does? (For example, supports others, encourages others, acts as a role model, etc.)

How To Play

1. Explain that in this game, each player will get the chance to practise being a good leader.
2. Divide the players into groups of 6–8.
3 Ask each group to form a circle with an arm's length between each player.
4. Ask for one volunteer to be a Leader. Invite the Leader to stand in the middle of the circle.
5. Explain and demonstrate that:
    - The Leader will say to the players in the circle, "Do as I do."
    - The Leader will then perform an action or recite a statement. (For example, hopping on one foot, marching on the spot, performing an animal walk, or saying, "I love playing games.")
    - After 2–4 turns, invite the Leader to rejoin the circle and ask for another volunteer to be the Leader.
    - The other players should try their best to follow the actions or repeat the phrases of the Leader.
    - Remind Leaders to encourage and appreciate the other players while they are leading.
6. The game ends when each player in the circle has had an opportunity to be the Leader.

Watch For

- Are the players in the circle following the Leader?
- Is the Leader calling out to the group, "Do as I do"?
- Do the players understand their role as the Leader?
- Are the Leaders encouraging players?

Leading the Pack *continued*

Discussion

Reflect

- How did it feel to lead the group? Was it difficult being the Leader? Why? Why not?
- When you were not the Leader, how did you feel following the Leader? Why?
- What are some things the Leaders said or did to encourage and support you?

Connect

- How is the kind of leadership in this game different than the leadership represented in the game Circle Up?
- What are situations where this kind of leadership is necessary? (For example, in an emergency situation, where you have to trust someone to organize others, when you elect a leader to make decisions for you.)
- Think about someone you know that is a good leader. What makes him or her a good leader?

Apply

- What kind of leadership skills do you want to develop?

Variations

- Change the structure of how the groups follow their Leaders. Have each group form a line with the Leader at the front. Have the Leader lead the group, performing various actions as they move across the play area.
- Change the number of actions and comments the group must follow during each round of "Do as I do." (For example, hopping while saying, "Today is a sunny day.")
- For older players: Ask players to discuss different types of leadership. Ask players to lead in a way that is dictatorial.

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

AGES 10+

BLUE PEACE BALL

The Zipper

Key Learning

To develop the capacity to lead others.

Goal Of The Game

To form a zipper-shaped tunnel for players to run through, trusting that their teammates will raise their arms and not hit them.

What You Need

Equipment

- None

No. of players

- 6 or more

Opening Questions

- What qualities make a person or group trustworthy?
- When creating a trusting or safe environment, what are some important things to remember?
- What are some important things to avoid doing when trying to create trust between group members?

How To Play

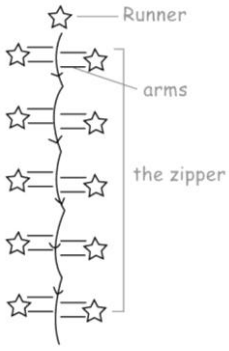
⚠ Ensure that the play area is clear and free of obstructions.

1. Explain that the game they are about to play focuses on trust — trusting others and trusting oneself.
2. Divide the players into 2 equal-sized groups.
3. Ask each group to stand in a line.
4. Ask the 2 lines to stand facing each other with their arms outstretched (see diagram).
5. Make sure the players are alternating their arms in a zigzag pattern. This pattern should look like a zipper with arms representing the links of a zipper (see diagram).
6. Explain and demonstrate that:
    - The players will hold out their arms in a zipper pattern to create a tunnel.
    - One player will volunteer to be the Runner.
    - The Runner will stand approximately 3 metres from one end of the zipper and ask the other players "Can I trust you?"
    - When the players forming the zipper are focused and ready, they will respond "Yes."
    - The Runner will then ask the group, "Can I run?"
    - When the players forming the zipper are focused and ready, they will reply "Yes."

The Zipper *continued*

⚠ If a player is not focused and feels unsure about being trusted, it is important that the player step back and observe the game. When the player feels ready to be trusted, that player can join the game again.





- The Runner will then walk, run or skip through the middle of the zipper.
- As the Runner moves through the zipper, teammates will lift their arms to allow the Runner to pass through.
- When the Runner has run through the zipper twice, the Runner rejoins the zipper and another player can volunteer to be the next Runner.
- It is important that each Runner begin their turn by asking the trust questions to the rest of the group.

⚠ Asking players to volunteer to be the Runner is a social risk that not all individuals will feel comfortable with at first. Explain that this activity allows players to choose their own challenge. They are a valuable member of the team whether they are a part of the zipper or the Runner. No one should be forced to be the Runner if they are uncomfortable with the role.

7. The game ends at your discretion.

The Zipper *continued*

Watch For

- Is the Runner asking the group the trust questions before running through the zipper?
- Are group members staying focused on the Runner and not getting distracted?
- Are group members raising their hands in time so that they do not hit the Runner?
- Are the players using some of the trust strategies discussed at the beginning of the game? (For example, are players listening to each other, paying attention and being ready for the Runner?)
- Are the players being supportive and positive with one another?

Discussion

Reflect

- For those of you who were Runners, how did you feel?
- What made you feel safe when running?
- What made you feel unsafe when running?
- For those of you who were in the zipper, how did you feel?
- What did you do to make the Runner feel safe?

Connect

- Can you think of the one person in your life who you trust the most?
- What is it about that person that makes you trust them?
- Why do you think a good Leader needs to be very trustworthy?

Apply

- How can we tell if someone is trustworthy? (Answers may include: they keep secrets, they don't hurt us, they show support, they respect us.)
- What are things you can do to be a more trustworthy person for others?

The Zipper *continued*

Variations

- Offer the Runner the opportunity to be blindfolded.
- Encourage the players in the zipper to lift their arms at the last possible second.
- Encourage the Runner to run through the zipper at a faster speed.

Inclusion

- Refer to pp. 12–16.

**adapted from the Red Ball Child Play resource*

AGES 10+

BLUE PEACE BALL

Chain Reaction[6]

Key Learning

To develop skills for communicating with others.

Goal Of The Game

Teams move as a chain picking up team members and asking them personal questions as they move from hula hoop to hula hoop.

What You Need

Equipment

- Cones or rocks
  - 1 per team

No. of players

- 8 or more

Opening Question

- What are some important skills you need to communicate effectively?

How To Play

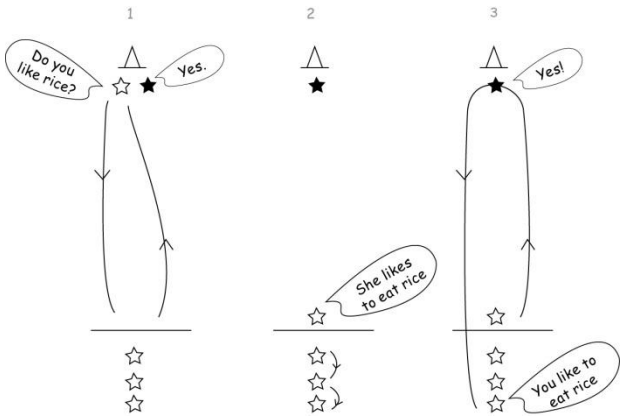
1. Draw or mark a start line.
2. About 2–3 metres away from the line place an item such as a cone or a rock across from each place that teams will line up.
3. Divide the group into teams of 4–5.
4. Ask each team to line up across from a cone or rock.
5. Ask the first member in line from each team to go stand at the cone while the rest of the team remains lined up behind the line.
6. Explain and demonstrate that:
   - When you say "Chain reaction!" the first person in each line runs to the team member standing at the cone.
   - Once there he or she whispers a question to the person standing at the cone such as "Do you like to play football?" or "Do you like to eat rice?"
   - After the team member at the cone has answered the question the person that asked the question runs back to the line and whispers the answer to the next person in line.
   - Then he or she turns around and whispers it to the next person in line. This continues until the last person in line has heard the answer.
   - The last person calls out the answer to the person standing at the cone. If the answer is correct the person standing at the cone says "yes" and runs to the back of the line.
   - If the answer is "no" the first person in line must again turn around and repeat the answer

[6] Gibbs, Jeanne, *Tribes: A New Way of Learning and Being Together,* CenterSource Systems, Sausalito, CA, 2000, p. 260.

Chain Reaction *continued*

- until it reaches the last person again.
- Once the person standing at the cone has joined the end of the line the next person in line runs to the cone and the exercise begins again.

7. The game continues until all of the players have run the relay.



Watch For

- Are the players being careful when running?
- Are the players remembering to whisper?
- Are players asking appropriate questions?

Discussion

Reflect

- What did you learn about the members of your team?
- How did you feel when it was your turn to be asked a question?

Connect

- Can you think of a time when it was helpful to share information with others?
- Have you ever had a situation where people misunderstood what you were saying?

Apply

- What can you say to make sure you understand what someone is saying? (For example, "I just want to check. Do you mean…?" Or: "What I hear you saying is…")

Chain Reaction *continued*

Variations

- Make the playing field bigger.
- Have the players standing in the hula hoops interact with each other.

Inclusion

- Refer to pp. 12–16.

Activity Demonstrations

Key Learning

To develop skills for communicating with others.

Goal Of The Game

To teach a skill to someone else without using any words.

What You Need

Equipment

- None

No. of players

- 6 or more

Opening Question

- What are some ways, other than speaking, that we communicate with each other?

How To Play

1. Ask players to find a partner.
2. Explain and demonstrate that:
   - When you say "Go," players face each other and look at what their partner is wearing and how he or she is wearing it.
   - The players have 2 minutes to memorize everything about how their partner looks. (For example, how their hair, pants, shirt, hands and feet look.)
   - When you say "Stop!" all players turn around with their back to their partner and change 3 things about their clothing. (For example, turning up sleeves, taking something off.)
   - When you say "Look!" the players will turn around and face each other. Each person looks for what has changed about their partner.
   - The players get 5 chances to guess what is different about their partner. They communicate their guesses without speaking.
   - Ask players to change partners to play again.
3. Ask players to think of a skill that they can teach their partner.
4. Ask all players to teach their partner that game or skill without using any words.

Watch For

- Are the players remaining silent during the games?

AGES 10+

Activity Demonstrations

Discussion

Reflect

- What was it like to play a game without using any words?
- What was it like to learn the activity or skill from someone who wasn't using words?

Connect

- What are the challenges that occur when someone explains a task or activity but does not demonstrate it for you?

Apply

- What did this exercise teach you about how to work better as a team?

Variations

- Ask the players to lead their partners in a game without using words.

Inclusion

- Refer to pp. 12–16.

**adapted from the Youth as Leader resource*

AGES10+

BLUE PEACE BALL

Face to Face

Key Learning

To develop skills for communicating with others.

Goal Of The Game

To mirror each other's facial and body expressions.

What You Need

Equipment

- None

No. of players

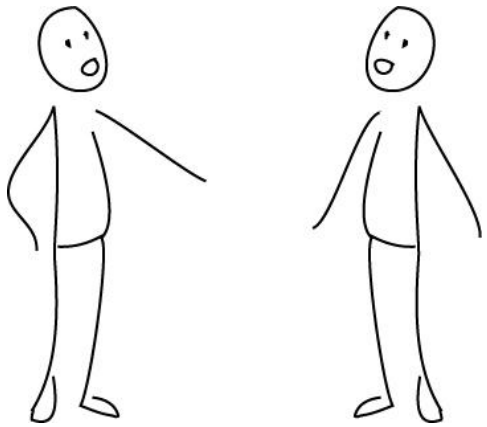
- 8 or more

Opening Questions

- If you wanted to welcome someone and make them feel comfortable in this group, what would you say? What body language would you use?

How To Play

1. Divide players into pairs.
2. Explain and demonstrate that:
   - Players face each other and act as a mirror for each other.
   - A acts as a mirror for B. A reflects all the different facial expressions of B.
3. Encourage players to be playful and creative, and to use their entire face: their cheeks, eyebrows, lips, nose and eyes. Tell them not to worry about expressing any particular emotion, but to simply have fun.
4. After 1 minute, tell partners to change roles.
5. After another minute, change partners. This time, tell players to use their face to express different emotions, such as love, happiness, sadness or anger.
6. After 2 minutes, tell players to change roles.
7. After another 2 minutes, change partners again. This time, tell players they will act as mirrors for the whole body.



Face to Face continued

Watch For

- Are players mirroring each other?

Discussion

Reflect

- How did it feel to be the mirror? To be the leader?
- How did it feel to really focus on your facial expressions? What did you notice? (For example, they may become more aware of their own facial expressions by seeing it mirrored on someone else. They may become more aware of the range of expressions they can make.)
- What did it feel like when you used your whole body?

Connect

- In your own life, when has it been useful to understand and interpret facial and body expressions?

Apply

- How can you use information people give you through their face and body when you are working in teams? (For example, if we can "read' other people's facial expressions and body language, we may be able to work better in groups. We can be more aware of how our body language and facial expressions affect others.)

Variations

- Ask one volunteer to lead the entire group.

Inclusion

- Refer to pp. 12–16.

AGES 10+

BLUE PEACE BALL

Sheet Volleyball

Key Learning

To develop skills for communicating with others.

Goal Of The Game

A ball toss game where Team A bounces a ball off a sheet toward Team B, which catches the ball and bounces it back to Team A.

What You Need

Equipment

- Sheets (or tarps) – 2
- Ball – 1

No. of players

- 6 or more

Opening Question

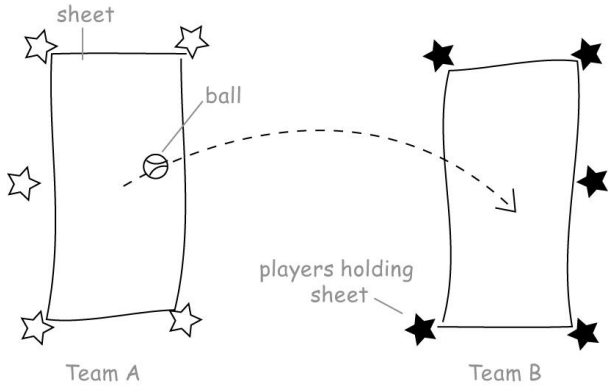
- How is a community like a sports team? Explain that in this game players will practise working together.

How To Play

⚠ Make sure the play area is large enough for groups to move freely. The play area should be clean and free of obstructions.

1. Divide the players into equal groups of 4–12.
2. Pair up the teams and call one Team A, the other Team B.
3. Give each group a sheet.
4. Ask team members to hold the corners and the edges of the sheet (see diagram).
5. Place a ball in the middle of Team A's sheet.
6. Explain and demonstrate that:
   - Team A will work together to bounce the ball off its sheet and toward Team B's sheet.
   - Team B will work together to catch the ball in its sheet.
   - If the ball is caught, the team receives a point.
   - Team B will then try to bounce the ball toward Team A's sheet.
7. Each team alternates between catching and bouncing the ball.
8. The challenge is to see how many points each pair of teams can collect together.
9. In this first round do not allow players to speak. In the second round allow players to communicate with each other. Before the third round, allow players to develop a strategy.
10. Allow teams 1–2 minutes between rounds for players to develop strategies for increasing their success.

Sheet Volleyball *continued*



Watch For

- Is each team working together to catch and bounce the ball?
- Are the pairs of teams (Teams A and B) working together to catch and bounce the ball?
- Are the players stopping to create strategies to increase their success?

Discussion

Reflect

- What did you find most challenging about this game? Why?
- How did communication on your team improve during the game?
- What were the challenges when you could not speak to each other?
- How did taking time to develop a strategy improve the game?

Connect

- In real life, when have you had to work together to achieve a goal?
- What are some of the skills you have used to communicate well with others when you are working to achieve a goal? (For example, speak clearly, actively listen, offer support and encouragement, share your ideas, etc.)

Sheet Volleyball continued

Apply

- What are some communication skills you can teach others? (For example, friends, members of your family.) How can you teach them these skills?

Variations

- Ask each pair of teams to play with more than one ball.
- Play with smaller sheets or towels.
- Ask Team A and Team B to stand farther apart from each other.

Inclusion

- Refer to pp. 12–16.

**adapted from the Red Ball Child Play resource*

AGES 10+

BLUE PEACE BALL

Active Listening

Key Learning

To develop skills for communicating with others.

Goal Of The Game

To role-play active listening with partners.

What You Need

Equipment

- none

No. of players

- 8 or more

Opening Questions

- Was there a time in your life when someone did not listen to you? What did the person do to make you think that he or she was not listening to you?

How To Play

1. Divide the players into 2 groups: Storytellers and Listeners.
2. Explain and demonstrate that:
   - Each Storyteller has 3 minutes to think about a 2-minute story about something or someone that has really inspired them and has had a big impact on their lives.
3. Take the Listeners outside the room or to the other side of the play area.
4. Explain and demonstrate that:
   - When the Storytellers begin telling their story you will call out steps.
   - At step 1 the Listeners will:
   - avoid eye contact
   - fiddle with something they are wearing
   - avoid making listening noises (for example, "hmm" or "yes")
   - At step 2 the Listeners will:
   - look their partner in the eye
   - nod their heads
   - look interested
   - At step 3 the Listeners will:
   - do all of the above but also make encouraging sounds (for example, "yes" or "right")
   - At step 4 the Listeners will:
   - do all of the above but also ask some questions to help partners develop their ideas
5. After 3 minutes ask each Storyteller to find a Listener partner.
6. Call out steps 1–4 allowing for 30–45 seconds between each Step.
7. The game ends at your discretion.

Active Listening *continued*

Watch For

- Do players understand their role?
- Are they following instructions?

Discussion

Reflect

- How did you feel as a Storyteller?
- What did you notice about the Listener?
- How did the Listener change when you were telling your story?

Connect

- From your own experience, what are things that people have done to make it seem like they are listening to you?

Apply

- When you play and interact with others, how would you show that you are actively listening to them?

Variations

- Ask players to role-play the scenario for others.

Inclusion

- Refer to pp. 12–16.

**adapted from the Youth as Leader resource*

Activity 7.e Modified game on boys, men and gender

Many of the Right To Play (2010) *Team Up* games can be adapted to make the RCA about positive masculinities, cooperation, conflict resolution without resorting to violence, expressing emotions etc. Here are some examples of the games below, where the RCA has already been adapter to focus on Gender Equality. The games can be used during the workshop 'play breaks' (see instructions on page 33) and to give staff, trainers and even coaches examples of Gender Equality games that they can use with the children.

AGES 10 +	**UNDERSTANDING OTHERS**

Protect the Treasure

Key Learning

To develop an awareness of different ways conflict can be resolved.

Goal Of The Game

A team game in which small groups work together to either protect or steal Treasures.

What You Need

Equipment

- Chalk (anything to mark boundaries and draw 2 game circles)
- 10–15 small objects – balls, beanbags, etc.

No. of players

6 or more

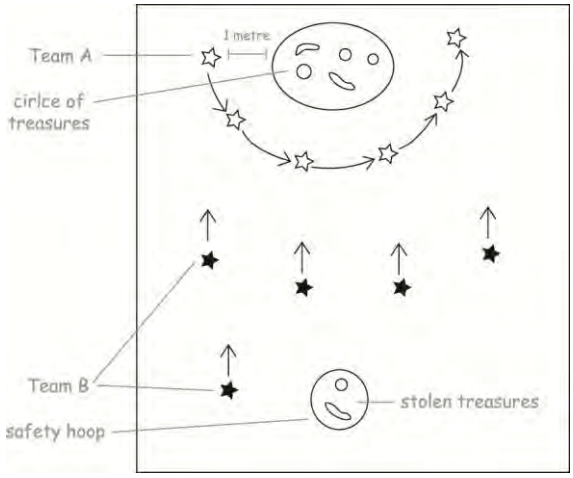
Opening Question

- What is considered a treasure in your community?

How To Play

1. Mark clear boundaries for the play area.
2. Draw a large circle on the ground and place various objects (balls, bags, etc.) in the circle. Explain that these objects are the Treasures and they are in the Circle of Treasures.
3. Draw a smaller circle approximately 20 meters away from the Treasures. Explain that this is the Safety Hoop.
4. Divide the players into 2 equally sized teams, Team A and Team B.
5. Explain and demonstrate that:
    - Team A will stand 1 meter away from the Circle of Treasures and try to protect the Treasures.
    - Team B will try to steal the Treasures and store them in the Safety Hoop.
    - To protect the Treasures, Team A will try to tag any members of Team B who approach the Circle of Treasures.
    - Any Treasures that Team B steals without getting tagged must be placed in the Safety Hoop at the end of the play area (see diagram).
    - If a player on Team B makes it into the Circle of Treasures and picks up a Treasure, the player is

considered "safe" and must leave the circle within 5 seconds of entering.



- When a player on Team B is tagged by a player on Team A, the tagged player has to run to the Safety Hoop and count out loud to 10 before returning to the game. If the player was tagged while holding a Treasure the player must return the Treasure, go to the Safety Hoop to count to 10, and then return to the game.

6. Rotate the role of each team every 2–3 minutes, so that both teams have a chance to steal and protect the Treasures.
7. The game ends at your discretion.

⚠ Make sure Team A stands at least 1 meter away from the Circle of Treasures.

Watch For

- Are the players strategizing to accomplish their task?
- Are the players communicating with each other about the other team's tactics?

Discussion

Reflect

- What strategies did you use to defend the Treasures and to steal the Treasures?
- Did you feel you contributed more to your team stealing the Treasures or defending them? How?

	Connect • In real life, many conflicts arise because people are afraid of getting their "treasure" taken away. What is an example of how conflicts about differences of opinion have been resolved in your school or community? **Apply** • Based on what you've learned so far in Team Up what is a non-violent way to try to resolve this conflict? (for example, dialogue, negotiation). • What skills do you need to successfully resolve a conflict peacefully? **Variations** • If a player is tagged while running with a Treasure they must freeze with their legs apart. To unfreeze this player, a teammate must crawl through the frozen player's legs. • Have as many hoops as you have teams. Eliminate the middle Circle of Treasures and distribute the treasures evenly among the teams' hoops. Teams work together to protect their hoop and attempt to steal Treasures from other hoops. Have a hoop in the centre where players can go to count to 10 if they are tagged. Challenge the teams to see who can get the most Treasures in their hoop in a given amount of time. **adapted from the Red Ball Child Play resource*

Cooperation Challenge

Key Learning

To develop the ability to cooperate with others.

Goal Of The Game

To perform cooperation exercises and identify cooperative actions and words.

What You Need

Equipment

- Cooperation Challenge Cards (see p. 140)
- Ball
  - 1 per team
- Paper and markers
- Blindfold
  - 1 per team

No. of players

- 6 or more

Opening Questions

- Ask players to visualize a very cooperative team playing football.
- Ask players to list the things that this team does to succeed as a unit.

How To Play

1. Divide the players into teams of 10–15.
2. Give each team a set of cards, a blindfold, paper and markers.
3. Explain that every sport, whether it is played in teams or as a one-on-one competition, involves people who cooperate with each other to achieve a goal.
4. Explain and demonstrate that:
   - When you say "Go," each team is to choose 2–3 cards and perform the task described on the card.
   - After 15 minutes you will say "Stop," and each team is to find a place to sit together. They will then identify actions and words that indicated teamwork when they were performing the tasks described on the card.
   - Each team is to list the actions and words on the paper.
5. After 15 minutes, ask the players to gather in a large group and present the items on their lists.

Watch For

- When performing the blindfolded activity, are team members making sure that the blindfolded member is safe?

Discussion

Reflect

- After receiving feedback, how did your team adjust or change its strategy to demonstrate more effective cooperation?

Cooperation Challenge *continued*

- What types of behaviour make it difficult to cooperate with others?

Connect

- Are there situations in your community where people are **not** working together to achieve a goal or address an issue?

Apply

- As a leader, what can you do to help people work better in teams in a sports match?

Variations

- Have the players suggest activities for the cards that demonstrate cooperation during sports.

Inclusion

- Refer to pp. 12–16.

Call Ball

Key Learning

To develop the ability to cooperate with others.

Goal Of The Game

A circle game in which the players try to become the Leader by catching the ball before it hits the ground.

What You Need

Equipment

- Ball – 1 per group

No. of players

- 6 or more

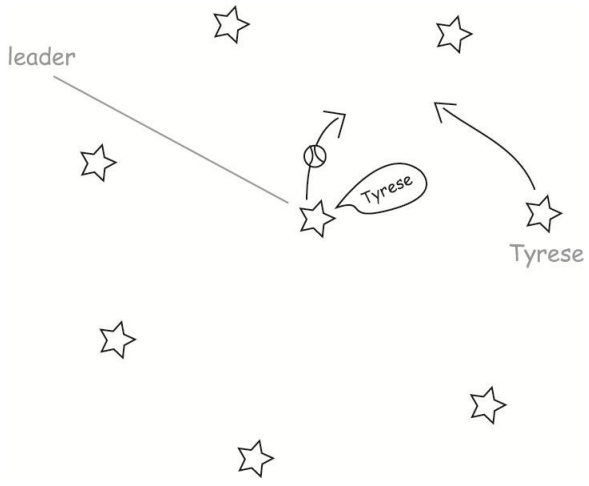
Opening Question

- What is the first thing you learn about someone when you meet them? (For example, their name.)

How To Play

1. Divide the players into groups of 6–10.
2. Ask each group to form a circle.
3. Ask one volunteer from each group to stand in the centre of the circle. They are the Leader.
4. Explain and demonstrate that:
   - Each Leader will throw the ball in the air and call out the name of a child in the circle.
   - The child whose name was called will try to catch the ball before it hits the ground.
   - The child who catches the ball before it hits the ground becomes the new Leader.
   - If the ball hits the ground, the child who missed the ball returns to the circle and the game continues.
5. The game ends at your discretion.

⚠ Make sure that everyone gets a turn and that each child's name is called with the same frequency.



AGES 10+

Call Ball

Watch For

- Is every child ready to move to catch the ball?
- Is the ball being thrown at a height that challenges the players but still allows them to be successful?
- Does the Leader in the middle look comfortable in that position?

Discussion

Reflect

- What did you do to remember everyone's names?
- What was the most challenging part of the game?

Connect

- When you play a sports match why is it important to know each others' names?
- What else should you know about your team members when you play a sports match?

Apply

- What could you do to learn more about your teammates?

Variations

- Consider playing the players' favourite sports game (for example, football or volleyball) and encourage the players to develop a strategy to call out names.
- Instruct the players in the circle to turn around and face the outside of the circle.
- Make the circle bigger to make catching the ball more difficult.

Inclusion

- Refer to pp. 12–16.

**adapted from the Red Ball Child Play resource*

Cats and Dogs

Key Learning

To develop motivation to be an agent of positive change.

Goal Of The Game

To remain at certain distances from 2 other players at all times.

What You Need

Equipment

- None

No. of players

- 6 or more

Opening Question

- In life, often something small might have a larger impact somewhere else. Can you think of an example? (For example: "If I drop a banana peel on the ground, someone might slip on it. If someone slips on it, they might hit their head. If they hit their head, they might not be able to go to work. If they don't go to work, they can't make an important decision about…," etc.)

How To Play

1. Ask the group to stand in a circle.
2. Explain and demonstrate that:
   - Each player silently selects 2 other players in the group and labels one as a Cat and one as a Dog.
   - When you say "Go!" the player moves so that he or she is standing as close to his or her Cat as possible and as far away from his or her Dog as possible.
3. Allow the players to move around for 2–3 minutes and then call them back to a circle.
4. Explain and demonstrate that:
   - This time when you say "Go!" they will try to remain in the middle of their Cats and Dogs so that they form a straight line.
5. Again allow the players to move around for a few minutes until you call them back.
6. Explain and demonstrate that:
   - This time when you say "Go!" they are to try to remain at equal distances (but not necessarily in a straight line) from their Cats and Dogs at all times.
7. The game ends at your discretion.



Cats and Dogs *continued*

Watch For

- Are the players ending up running into each other?
- Are players being careful when they are running away from or to each other?

Discussion

Reflect

- What did you notice about the group?
- What happened when one person moved?

Connect

- Can you think of a time in your life when something someone else did affected you positively or negatively?
- Can you think of a time in your life when you did something that affected someone else?

Apply

- In this game, you can see how when one person moved, the entire group had to move. What is one way youth have made a positive change in the community?
- In what other ways would you like to change your community?

Variations

- Have 2 players stay away from the play area so that they do not know what the instructions are. Once the activity has started ask them if they can detect what is happening.

Inclusion

- Refer to pp. 12–16.

Gis Ball

Key Learning

To develop motivation to be an agent of positive change.

Goal Of The Game

A game in which 2 players in the centre of the circle try to catch the ball.

What You Need

Equipment

- Ball – 1

No. of players

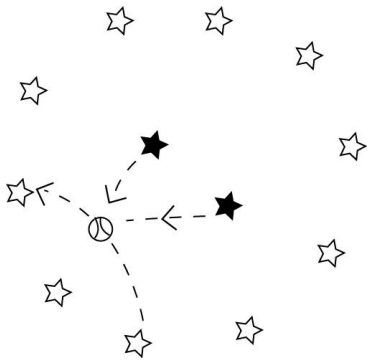
- 6 or more

Opening Question

- When was a time in your life when you had to work with someone else to achieve a goal?

How To Play

1. Divide the players into pairs.
2. Ask for one pair to be volunteers.
3. Ask the players to stand in a circle at least 2 metres in width. Players do not need to stand next to their partners.
4. Ask the volunteers to stand in the centre of the circle.
5. Give a player in the circle the ball.
6. Explain and demonstrate that:
   - When you say "Go!" the player with the ball throws it to another player in the circle.
   - Players try to avoid throwing the ball to the volunteers in the centre.
   - Players cannot hold the ball for longer than 3 seconds before throwing it to another player.
   - If a player holds the ball for longer than 3 seconds he or she along with his or her partner must replace the volunteers in the centre of the circle and the volunteers take their places in the circle.
   - The volunteers in the centre try to catch the ball each time it is thrown.
   - If a volunteer catches the ball, the player that threw it and his or her partner must go in the centre of the circle, and the volunteer and his or her partner take their place in the circle.
7. The game ends at your discretion.



Gis Ball *continued*

Watch For

- Are the volunteers able to catch the ball and have a turn in the circle?

Discussion

Reflect

- When you were in the centre of the circle with your partner how did you work together to catch the ball?
- How did having a partner affect the way you played the game?

Connect

- What is something you do that affects someone else? (For example, working on a school project with a classmate, cleaning your home, etc.)
- Why is it important to remember that our actions can affect others?

Apply

- What are ways we can support each other to help us achieve our goals? (For example, help identify each other's strengths and weaknesses, improve communication, etc.)

Variations

- Add multiple balls to the game.
- Ask players to call out the name of the person they are throwing the ball to.

Inclusion

- Refer to pp. 12–16.

**created by Team Up pilot participants in Sri Lanka*

Seated Volleyball

Key Learning

To promote inclusion.

Goal Of The Game

To sit on the ground and hit the ball over the centre line instead of a net.

What You Need

Equipment

- Ball (lighter and bigger than a volleyball) – 1 for every 2 teams
- Chalk (or anything to mark a centre line on the ground)
- Chairs (optional)

No. of players

- 6 or more

Opening Question

- Who are people in your community who are treated differently because of a certain characteristic? (For example, their culture, language, religion, ability, etc.)

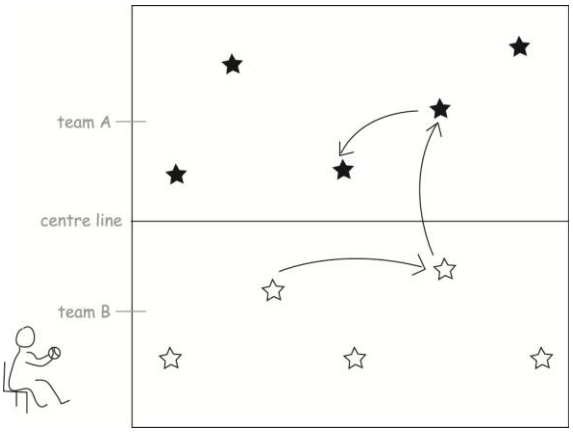
How To Play

⚠ Ensure the play area is clean and free of obstructions.

1. Mark a rectangular volleyball court for each pair of teams. Mark a line in the centre of each court (see diagram).
2. Divide the players into teams of 3–8. Try to create an even number of teams.
3. Pair up teams and explain that they will challenge each other.
4. Ask the players if they know the rules for volleyball.
5. Some basic rules of volleyball:
    - The aim is to keep the ball in the air using only hands and arms.
    - Team A serves the ball over the centre line.
    - Team B must hit the ball back over the line using their hands or arms without the ball touching the ground.
    - Each team can hit the ball no more than 3 times before sending it over the centre line.
    - Team A scores a point when the ball lands on the ground in Team B's court or if Team B hits the ball out of the play area. Team B scores a point if Team A hits the ball more than 3 times in a row before passing it over the line.
6. Explain and demonstrate that:
    - This game is just like volleyball except that:
        - All players must stay seated.
        - Instead of using a net, players must hit the ball over the centre line.

Seated Volleyball *continued*

- Players are not allowed to stand or use their legs.
- If a player uses his or her legs, the ball will be given to the other team and the play continues



Watch For

- Is every player getting an opportunity to hit the ball?
- Are the players passing to their teammates?
- Are the players staying seated during the game?

Discussion

Reflect

- What was challenging about playing volleyball while staying seated?
- How did you feel not being able to use your legs?
- How did you feel knowing that your teammates were facing the same challenges?

Connect

- How do you think it feels to be excluded?
- What are some things you have done to help others feel more included?

Apply

- What can we do to make sure everyone in our community feels valued and respected?

Seated Volleyball *continued*

Variations

- The ball must be passed to 3 players on the same team before it is hit over the centre line.
- Make it into a cooperative game: how many times can the ball be hit back and forth over the centre line?

Inclusion

- Refer to pp. 12–16.

**adapted from the Red Ball Child Play resource*

Stigma Attack

Key Learning

To promote inclusion.

Goal Of The Game

To dribble around obstacles to get to the Attack Stigma Post.

What You Need

Equipment

- Ball – 1 per team
- Pylons (or other obstacles) – 6–8 per team

No. of players

- 8 or more

Opening Questions

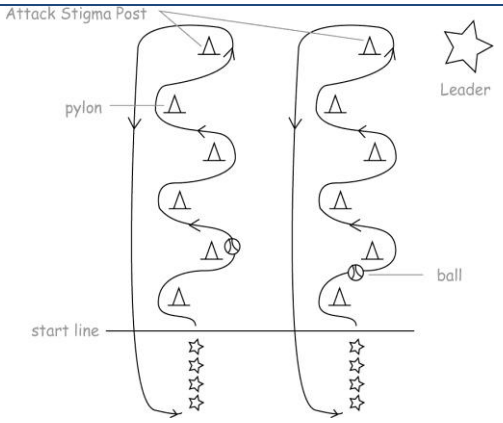
- What is stigma? What are the effects of stigma?
- What is an example of a way you can attack stigma of certain groups in your community?

How To Play

⚠ Ensure the play area is clean and free of obstructions.

1. Divide the players into groups of 4–10 and put each group in a line facing the field.
2. Mark 6–8 evenly spaced points (about 1 metre apart) in a line in front of each group. Use pylons or other obstacles to mark each point. The last point in the line is called the Attack Stigma Post.
3. Explain and demonstrate that:
   - In this game, players run back and forth to the Attack Stigma Post. They must dribble the ball as quickly as possible and each player must suggest one idea on how to attack stigma.
   - Give teams a few minutes to discuss their ideas for how to attack stigma. Remind them that they must be ready to tell you their Attack Stigma idea at the end of the obstacle course. Each player must have a different idea.
   - Give the first person in each group a ball and explain that when the Leader says "Attack," the first player in each group will dribble the ball around the markers as fast as possible to the Attack Stigma Post at the other end.
   - When a player reaches the Attack Stigma Post, the player tells the Leader one way to attack stigma. The player must then pick up the ball, run back to the team, and hand the ball to the next player in line.
4. The race continues until all players have had a chance to run the obstacle course.

Stigma Attack *continued*



Watch For

- Are all players dribbling around the obstacles?
- Are all teams discussing how to attack stigma?
- Are players providing ideas on how to attack stigma?

Discussion

Reflect

- What were some new ideas about how to attack stigma?
- What was each team's best idea about how to attack stigma?

Connect

- Has anyone ever done anything to attack stigma in the past?

Apply

- What is one idea you can practise right now to attack stigma in your school, home or community?

Variations

- Ask the players to jump, bounce or throw the ball in the air as they move around the obstacles.

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

AGES 10+

BLUE PEACE BALL

Knock Down

Key Learning

To promote inclusion.

Goal Of The Game

A relay game in which each team tries to knock down the bottles in the middle of the circle.

What You Need

Equipment

- Cones (or any marker) – 1 per team
- Beanbag – 1 per team
- Plastic bottles – 5–6
- Pieces of paper – 1 per player
- Pens or pencils – 1 per player

No. of players

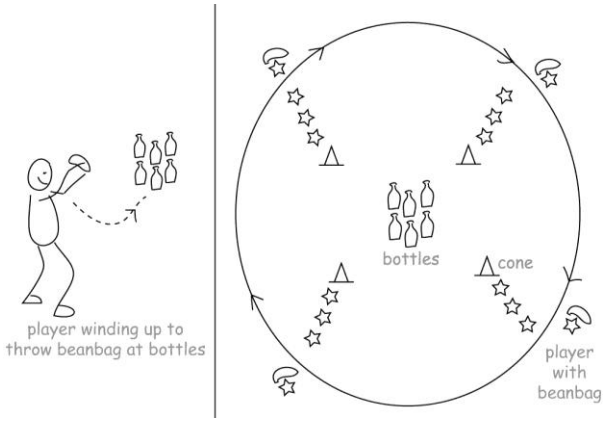
- 6 or more

Opening Questions

- What is stigma? Do you know an example of people who are stigmatized? Why are they stigmatized?
- Explain that in this game, players will practise "knocking down" stigma.

How To Play

1. Ask players to name different places where people might experience stigma. (Answers may include family, school, community, hospitals, market, work, etc.)
2. Give players paper and pens or pencils. Ask each player to write or draw a place where stigma is experienced. Ask players to also write a sentence or draw how people are stigmatized in that place. Ask players to fold the piece of paper, and assure them that they will not have to share their writing with the group.
3. Pass around the bottles, and ask players to put the piece of paper inside the bottles.
4. Divide the players into teams of 3–6.
5. Place a cone for each team around the outside of the play area (see diagram).
6. Ask each team to line up behind a cone.
7. Place 5–6 bottles in the centre of the play area, an equal distance from all the teams' cones. Give each team a beanbag.



RIGHTTOPLAY

Knock Down *continued*

8. Explain and demonstrate that:
    - When you say "Go," the first player on each team picks up the beanbag and runs around the outside of the teams in a clockwise direction (see diagram).
    - When the players return to their original spot behind their team's cone, each player throws the beanbag to knock down one of the bottles at the centre of the circle.
    - Each player has one throw.
    - If the thrower knocks over a bottle, the thrower must run to the centre, stand up the bottle, collect the beanbag, and pass the beanbag to the next player on their team. The thrower's team earns one point.
    - If the thrower misses, the thrower runs to collect the beanbag and passes it to the next player on the team. The thrower's team earns no points for a missed throw.
    - After receiving the beanbag, the next player begins their turn.
9. The game ends when all players have had 2–3 turns each.

Watch For

- Do the players understand the sequence of activities involved in each turn?
- Do the players run on the outside of the teams?
- Are the players taking care to stand up the bottles in their original position?

Discussion

Reflect

- How did you feel knocking down the bottles?
- Did it get easier the second time? The third or fourth time?

Connect

- In real life, how does it feel to challenge stigma? Does it get easier with practice?

Knock Down *continued*

Apply

- What is one thing you want people to do to stop stigma?

Variations

- Enlarge the play area to increase the level of difficulty.

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

Bucketball

Key Learning

To develop awareness of one's personal qualities, values and perceptions.

Goal Of The Game

A team game in which teammates depend on each other to place a ball in a bucket.

What You Need

Equipment

- Armbands
- Ball – 1
- Buckets or Basins – 2
- Chalk (anything to mark the play area)

No. of players

- 6 or more

Opening Question

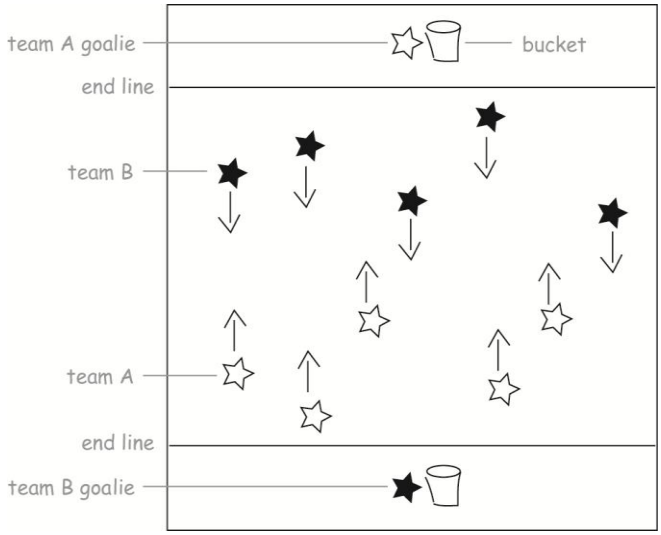
- What skills are important in teamwork? Encourage players to be as specific as possible.

How To Play

1. Mark a large rectangle for your play area (see diagram).
2. Divide the group into teams of 3–6. Be sure to create an even number of teams.
3. Call one Team A and the other Team B. If necessary give coloured armbands to one or both teams.
4 Ask for one volunteer from each team to be the goalie. Give each goalie a bucket.
5. Explain and demonstrate that:
    - The object of the game is to throw the ball into the bucket.
    - The goalie on each team will stand behind the end line opposite to their team. This player is allowed to move anywhere behind the end line but not over it.
    - The game begins by giving the ball to Team A.
    - Team A will attempt to keep possession of the ball by passing it among each other, without dropping it.
    - Team A will try to get the ball to a teammate close enough to the bucket to throw the ball in the bucket.
    - The players are not allowed to take any steps when they have the ball in their possession.
    - Team B will try to get possession of the ball.
    - Team B members must stay a step away from any player with the ball.
    - Possession of the ball is awarded to the other team if:
        - the ball is dropped
        - the ball is intercepted by the opponents or knocked out of the air by the opponents
        - the ball leaves the play area

- Possession remains with the same team if the other team attempts to catch the ball and drops it. If the defensive team actively knocks it out of the air, it is their ball.
- Players are not allowed to reach over the end line to place the ball in the bucket. Ensure that they avoid contact with the bucket.

6. The game is finished at your discretion (for example, the first team to score 10 points is the winner).
   - ⚠ Ensure that the players are giving each other enough room on the court to pass the ball.
   - ⚠ Ensure that the play area is clean and free of obstructions.



Watch For

- Are the players contributing equally to the team on offence and defence?
- Are the players actively communicating with one another?

Bucketball *continued*

Discussion

Reflect

- What did you do to help your team be successful in this task?
- In what ways did communicating with your team help score points?

Connect

- What sort of strengths can you bring to a team or group?
- What qualities do you like to have in teammates?

Apply

- How can you use these qualities when working in a group at school?

Variations

- Have the players select the places on the field that they wish to stand and have them "planted" there, not allowing them to move. Allow 2 players from each team to move. These "free" players must use their planted players every pass. If the ball is dropped possession goes to the closest planted player from the opposite team.
- Provide a time limit for each team to attempt a shot at the bucket. For example, each team has 45 seconds to move the ball and take a shot on the bucket.

Inclusion

- Refer to pp. 12–16.

**adapted from the Red Ball Child Play resource*

Hand Squeeze Race

Key Learning

To develop the ability to cooperate with others.

Goal Of The Game

A race in which team members squeeze hands until the last team member receives the hand-squeeze signal and tries to be the first to grab the ball.

What You Need

Equipment

- Cone or marker – 1 per 2 teams
- 4 balls or stones of different colours, sizes or shapes (optional)

No. of players

- 10 or more

Opening Question

- When was a time in your life when you had to work with others to achieve a goal?

How To Play

⚠ Ensure the play area is clean and free of obstructions.

1. Divide the players into teams of 6–10.
2. Mark a start line at one end of the play area and a finish line at the other end.
3. Ask the players to line up behind the start line in their teams.
4. Ask the players to sit on the ground and face the **side** (not the front) of the play area (see diagram). Ask all players to hold hands with players on either side of them.
5. Place a cone or marker on the finish line for every 2 teams (see diagram).
6. Explain and demonstrate that:
   - The first player of each team will keep his or her eyes open. All other team members will close their eyes.
   - You will stand at the end of the play area (by the finish line).
   - You will be showing the first player in each line 1 of 2 different signs with your hands. "Thumbs Up" means that the first player of each team must squeeze the hand of the next team member. "Thumbs Down" means that the first player should not do anything.
   - If the first player sees Thumbs Up, the task of the team is to pass the squeeze from one player to the next until the squeeze reaches the last player in the line.
   - When the squeeze reaches the last player, that player will open his or her eyes, get up and run as quickly as possible to tag the cone at the finish line.

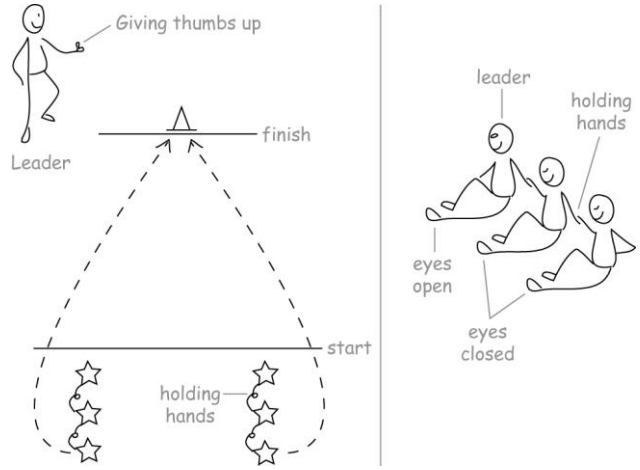
Hand Squeeze Race *continued*

- If the first player sees Thumbs Down, then nothing should be done until the Thumbs Up is shown.
- After each round, ask the last player in each team to move to the front of the line.

7. The game ends at your discretion.

Watch For

- Are the players squeezing hands hard enough to be felt clearly by all players?
- Are the players only squeezing hands when they see the Thumbs Up sign?
- Are the players keeping their eyes closed when needed?



Discussion

Reflect

- How did it feel waiting for the hand-squeezing signal? Why?
- How did it feel to be the first player in line and have to make the right decision quickly? Why? How did it feel to be the last person in line? Why?
- In what ways did your team help each other?
- What did you learn about working together as a team?

Hand Squeeze Race *continued*

Connect

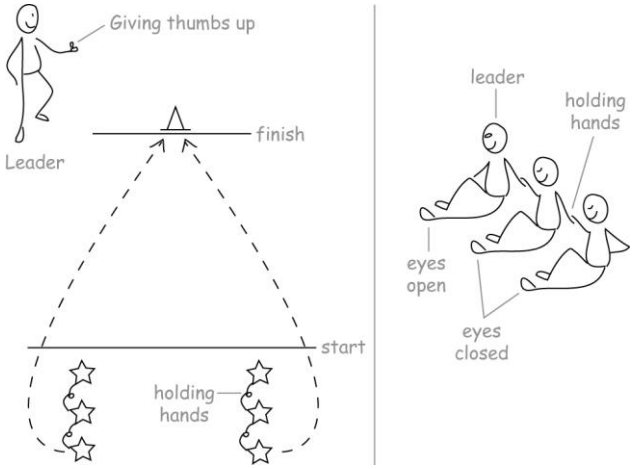
- Can you think of a time in your life when you have had to rely on someone else for information? Explain.
- How can you tell if the information someone is telling you is trustworthy or not?

Apply

- As leaders, we have the responsibility to share what we learn with others. What is information you have been learning in Team Up that you can tell others?

Watch For

- Are the players squeezing hands hard enough to be felt clearly by all players?
- Are the players only squeezing hands when they see the Thumbs Up sign?
- Are the players keeping their eyes closed when needed?



Discussion

Reflect

- How did it feel waiting for the hand-squeezing signal? Why?
- How did it feel to be the first player in line and have to make the right decision quickly? Why?

Hand Squeeze Race *continued*

- How did it feel to be the last person in line? Why?
- In what ways did your team help each other?
- What did you learn about working together as a team?

Connect

- Can you think of a time in your life when you have had to rely on someone else for information? Explain.
- How can you tell if the information someone is telling you is trustworthy or not?

Apply

- As leaders, we have the responsibility to share what we learn with others. What is information you have been learning in Team Up that you can tell others?

Variations

- **For older players**:

  At the beginning: The Leader holds 3–4 balls. One ball means that nothing should be done while the other balls mean different tasks should be done.

  For example:

  Blue ball: Squeeze the hand of the next team member.
  Red ball: Do 5 jumping jacks first and squeeze the hand of the next team member.
  Green ball: Run around the team and squeeze the hand of the next team member.
  Yellow ball: Do nothing.

  Note: Since the players at the end of the lines have their eyes closed, they must listen carefully to try to guess what ball was thrown out.

  Note: The Leader must always explain the rules clearly before beginning the game.

Inclusion

- Refer to pp. 12–16.

One Of Us, All Of Us

Key Learning

To develop motivation to be an agent of positive change.

Goal Of The Game

A team challenge where one team tries to pass a ball to teammates while preventing its capture by the other team.

What You Need

Equipment

- Small handball – 1
- Pylons (or objects to mark boundaries) – 4

No. of players

- 6 or more

Opening Questions

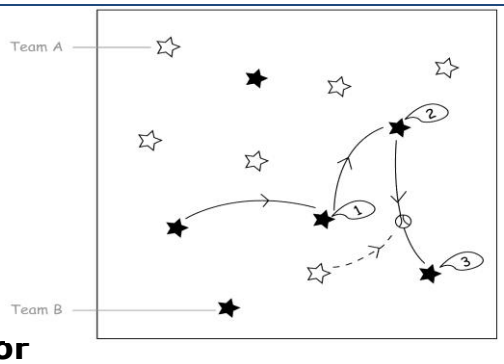
- What is an issue or problem in your community? (For example, safety, poverty, environmental issues.)
- How does it affect you?

How To Play

⚠ Ensure the play area is clean and free of obstructions.

1. Set up the play area (see diagram).
2. Divide the players into 2 teams, Team A and Team B.
3. Explain and demonstrate that:
   - This is a game where the teams need to work together.
   - Assign Team A as the starting team.
   - Ask both teams to spread out across the play area.
   - Ask for a volunteer on Team A to start the game. The ball must be passed around Team A's players 10 times in a row to earn a point. The ball must be passed to someone other than the person from whom the ball was received. The person passing is not allowed to move with the ball.
   - Each time the ball is passed, the person passing the ball must shout out the number of the pass. This will help keep track of how many passes have been made.
   - If the ball is passed out of bounds, the play is over and Team A must start again.
   - Team B will try to intercept and capture the ball before Team A completes 10 passes.
   - If Team B captures the ball before Team A completes 10 passes, the roles change. Team B now tries to pass the ball 10 times while Team A tries to intercept.
   - If any team reaches its goal of 10 passes, the team can earn an extra point by providing an argument for why we all share the responsibility for problems in the community.
4. The game ends when one team reaches 5 points or when 15 minutes of play has been completed.

One Of Us, All Of Us *continued*



Watch For

- Are the teams working together to achieve the goal?
- Does each player get a chance to pass the ball?
- Are the players calling out the number of passes?

Discussion

Reflect

- How did you feel when your team lost control of the ball? When your team gained control of the ball?
- How did you feel about the opposing team?

Connect

- Do you agree: "If one of you lost on the team, the whole team loses"?
- Were there times in your life when a problem has affected everyone in your community (for example, a big storm)?
- How did members of your community respond?

Apply

- What do you think about the slogan: "If one of us suffers we all suffer"?
- Can you think of a slogan that shows how we all share the responsibility for solving issues in our community?

Variations

- Change the number of passes needed to earn a point.
- Allow only one way of passing the ball (for example, overhead).

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

AGES 10+

BLUE PEACE BALL

Flip the Blanket

Key Learning

To develop the ability to negotiate solutions.

Goal Of The Game

To flip the blanket without any players stepping on the ground.

What You Need

Equipment

- Blankets (or something like a piece of plastic that teams can stand on):
  - 1 per group

No. of players

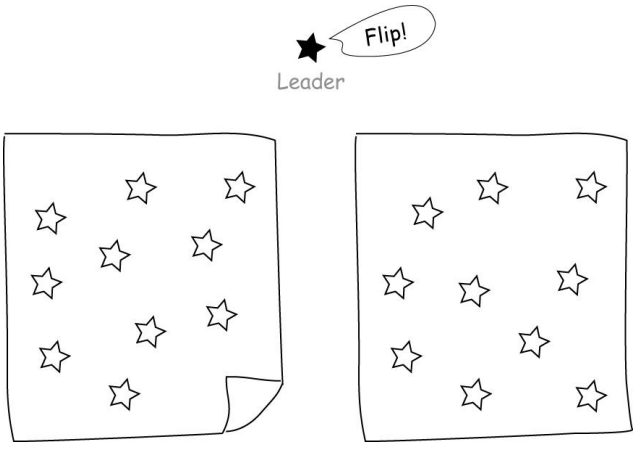
- 8 or more

Opening Question

- What does teamwork mean?

How To Play

1. Lay blankets out in the play area about 1 metre apart from each other.
2. Divide the players into groups of 8–10.
3. Ask each player to stand on top of one of the 2 blankets.
4. Explain and demonstrate that:
   - When you say "Flip," each group has to try to flip the blanket over.
   - Each player must remain standing on the blanket at all times and cannot step on the ground.
5. The game continues until each team has successfully flipped their blanket.



Watch For

- Are the players remaining on the blankets at all times?

Discussion

Reflect

- Who won the task? Why?
- Did you work with other groups or did you compete to finish the task first?

Flip the Blanket *continued*

- Why could it have been beneficial to work with another group?

Connect

- Can you think of a time in your life when you compete with someone and it might be more helpful to work together?
- When can competition become negative?

Apply

- How can working as a team rather than competing help you in the future?

Variations

- Record the comments players are making during the task. Read them aloud during the Reflect discussion and discuss as a group what comments were helpful or not.
- Have the players perform the task without speaking.

Inclusion

- Refer to pp. 12–16.

Frantic

Key Learning

To develop the ability to negotiate solutions.

Goal Of The Game

To keep balloons in the air and avoid getting strikes.

What You Need

Equipment

- Flip-chart paper and marker
- 1 balloon per person plus 10 more
- Clock or watch

No. of players

- 6 or more

Opening Question

- What are some of the issues that are important to children and youth in your community?

How To Play

1. Ask the players to sit in a circle.
2. On a piece of flip-chart paper, list the issues they raised. Brainstorm any other issues that players can think of. (For example, boredom among youth, excessive competition in school, peer pressure to get involved in political activities they don't agree with, drug use, etc.)
3. Ask each person to blow up a large balloon to its full size. Ask them to review the flip-chart list, choose an issue facing their community and write the issue on the balloon.
4. Prepare 8–10 extra balloons for use during the activity.
5. Explain and demonstrate that:
    - When you say "Go!" each player launches their balloon into the air. Players cannot hold balloons or let them touch the ground, and they must keep all the balloons in the air.
    - The goal of this activity is to keep all the balloons in play at all times.
    - Every 15 seconds, add another balloon.
    - Time the group to see how long they can keep the balloons in the air.
    - Once in the air, balloons can be hit by any group member.
    - If a balloon touches the ground, the group will get one strike and must start over.
    - There will be 3 opportunities for the group to go for its best time.
6. After 3 strikes (when 3 balloons have touched the ground), stop the clock, and tell players the time. Between each play, tell players they have 2 minutes to brainstorm and plan how they can improve their time (to keep the balloons in the air longer).
7. Continue playing until the group has had 2–3

Frantic *continued*

opportunities to keep all the balloons in the air.

Watch For

- Are the players hitting the balloons gently?
- Are the players working to keep the balloons from touching the ground?

Discussion

Reflect

- In the beginning how did you feel about the talk? Why?
- How did it feel when new balloons were added? Why?
- What strategies did you use to keep all the balloons in the air?

Connect

- How does it feel in life when there are too many problems to focus on? Why? In this game, what would have happened if you had fewer balloons? Why? What would have happened if you had more time to plan? Why?
- What does this activity tell us about the best way to approach problems in our community? (For example, the importance of planning or focusing on a few issues rather than everything at once.)

Apply

- In this group, we have identified many issues of concern in our community. What do you think we should do in order to make a real impact on any of the issues? (For example, select one and focus on it, plan a strategy, work together, etc.)

Variations

- Instead of using balloons, write issues on pieces of paper and then crumple them into balls.

Inclusion

- Refer to pp. 12–16.

**adapted from the Youth as Leader resource*

AGES 10+

BLUE PEACE BALL

Rock Reaction

Key Learning

To develop the ability to negotiate solutions.

Goal Of The Game

To work and communicate together to create an X formation with rocks.

What You Need

Equipment

- Team Cards (see p. 210)
- Rocks (or beanbags or some other item) – 25

No. of players

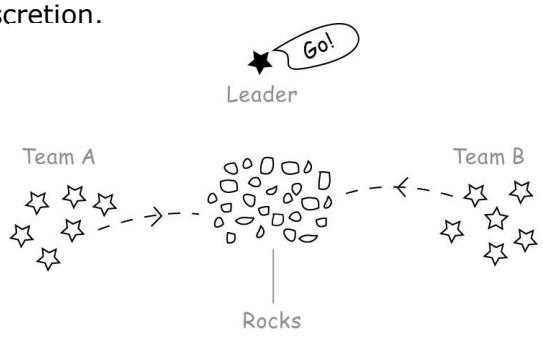
- 6 or more

Opening Questions

- Have you ever met someone that doesn't speak the same language as you? How would you communicate with someone when you don't speak the same language? Explain.

How To Play

1. Scatter the 25 rocks in the centre of the play area (see diagram).
2. Divide the group into 2 teams, Team A and Team B.
3. Give each team a Team Card (see p. 210).
4. Ask each team to take a few minutes to read their Team Cards.
5. Explain and demonstrate that:
   - When you say "Go!" both teams meet at the centre of the play area.
   - Each team must work together to accomplish the task.
6. Allow the players 4–5 minutes to work on the task.
7. If players become frustrated ask the teams to stop. Ask the players:
   - What have you learned about each other's practices?
   - How did you learn this? (For example, is it your assumption? Did you observe something different?)
8. Ask the teams to work together again to accomplish the task.
9. The game ends when the task is completed or at your discretion.



Rock Reaction *continued*

Watch For

- Are the players trying to understand the other culture?
- Are the players following the instructions on their Team Cards?

Discussion

Reflect

- What challenges did you face in trying to accomplish the task?
- Besides language, what other differences did you notice between the teams?
- What were your assumptions at the beginning of the game? How did your assumptions change when you learned more about the other group?
- What strategies did you use to learn about each other's differences?
- What strategies did you use to overcome your differences and perform the task?

Connect

- What are some groups in your community that have different practices, customs or languages? What are some examples?
- What are ways that you have tried to learn about groups that are different than you? How has learning about other's differences helped you work together more peaceably?

Apply

- Why is it useful to learn about people or groups of people who are different than us? (Possible answers include: We can identify what are assumptions and what is real. We can identify our similarities. We can learn about why differences exist.)
- What happens if we don't take time to learn about each other's differences?
- What can you do to help understand and respect different groups in your community?
- What can you do to help others understand what makes you different?

Rock Reaction *continued*

Variations

- Ask the players to come up with their own team characteristics.
- Ask the players to come up with their own tasks.

Inclusion

- Refer to pp. 12–16.

Web of Strength

Key Learning

To celebrate diversity and community strengths.

Goal Of The Game

To hold securely and firmly onto your piece of a ball of string.

What You Need

Equipment

- Large ball of string – 1

No. of players

- 8 or more

Opening Question

- What do you like about your community? Give an example.

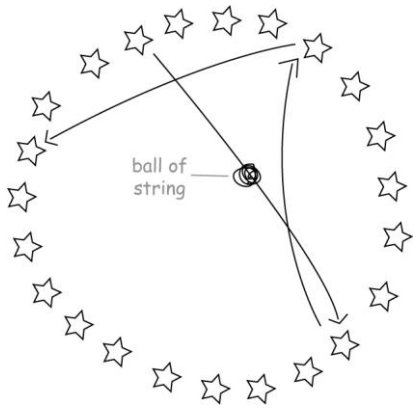
How To Play

1. Ask the players to form a close, tight circle.
2. Ask the group to think of an ideal or strong community.
3. Explain and demonstrate that:
   - You will start the game by holding onto the end of the ball of string with one hand. With the other hand toss the ball of string across the circle, or gently pass the ball of string to another player.
   - The player across will catch the ball of string and pull the string that now exists between the 2 of you. This player will then firmly hold the string with one hand, and with the other hand toss the ball of string to a different player.
   - Every time a player receives the ball of string they will share one quality they believe an ideal or strong community should have. (For example, role models, support, friendship, trust, cooperation, peace, etc.)
4. The ball of string is passed across the circle until all players have held the ball at least once.
5. Continue to pass the ball of string until a tight web forms.
6. When the web is full, ask players to hold on securely to the pieces of string, step back, and pull to make the string tight between all players.

Watch For

- Is each player holding firmly onto their piece of the ball of string?
- Did each player have at least one turn receiving and passing the ball of string?

Web of Strength *continued*



Discussion

NOTE: Conduct the discussion while everyone is holding the string.

Reflect

- If everyone holds their string tightly what would happen if we were to place a ball on it? What if you placed a person on it? (You might want to try this to demonstrate the web's ability to support.)
- What would happen if someone dropped the string?
- When you look at the web, what are some things you notice? (For example, we are all connected, each person is linked to others.)

Connect

- Here in this group, we have created a small community: what are some things we do to keep our community strong?
- What happens if we exclude certain people from our community or treat them badly? (Answer: they let go of the string, our web is weakened, everyone suffers.)
- How does a strong community support individuals who may be isolated or stigmatized?

Web of Strength *continued*

Apply

- (Remind players that the Team Up group is a team. No matter where they are, they can remember that they have the support of others.)
- What is one thing you can do today to support others in this group? (For example, give a hug, praise someone for the work they are doing, remind someone of a special skill they have, etc.)
- What is one thing you can do to support people in your larger community?

Variations

- For very large groups (20 or more players), divide players into 2 separate groups. During the discussion ask each group, "What could we do to connect the 2 strings without losing the ball of string?"

Inclusion

- Refer to pp. 12–16.

**adapted from the Live Safe Play Safe resource*

AGES 10+

BLUE PEACE BALL

Human Knot

Key Learning

To develop the ability to negotiate solutions.

Goal Of The Game

To work together to untangle the human knot.

What You Need

Equipment

- None

No. of players

- 8 or more

Opening Question

- Show a knot of string. Ask: "How is a problem like a knot?" (For example, you sometimes can't see where it begins, it's hard to see how to untangle it, etc.)

How To Play

⚠ Ensure the play area is clean and free of obstructions.

1. Divide the players into groups of 8–10.
2. Ask each group to form a circle facing inward.
3. Explain and demonstrate that:
   - Each player will reach into the centre of the circle and firmly clasp hands or wrists with 2 different people.
   - Without letting go, players must now work together and try to untangle themselves and form a circle.
4. The game finishes when each group's human knot is untangled.
5. Encourage groups that finish quickly to offer support to other groups that are still tangled.



Watch For

- Are all players actively involved in problem-solving how to untangle the human knot?
- Are the players in each group working together?

Human Knot *continued*

Discussion

Reflect

- What were some things your team did together to untangle the knot?
- What do you think would happen if you had to untangle the knot alone?
- Did a leader emerge during the activity? Who? How was this leader chosen? What kind of leadership style did he or she use? Did it work?

Connect

- Can you give some examples of times in your daily life when it is important to work together?
- What are some things you do to be an active and helpful member of a team?

Apply

- (Players 6–9) Why is it important to work together to achieve a goal?
- (Players 10–14) How can we work together to address a challenge or issue in our community?

Inclusion

- Refer to pp. 12–16.

**adapted from the Red Ball Child Play resource*

CRC ACTIVITIES: AGES 8+

WHO HAS RIGHTS?

Key Learning

To recognize that all children have rights.

Goal of the Activity

A relay race that requires children to select a picture card.

What You Need

Equipment

- Cones or markers (for start and end line)
- Child Picture Cards – 1 copy per team

No. of children

- 6 or more

Opening Questions

- What is a right? (Possible answer: Children's rights are things that ALL children need in order to be healthy and treated fairly.)
- Who has rights? (Possible answers: Everyone in the world. Explain that every child – no matter their religion, gender, location, abilities, size – EVERY child has rights. All children have the SAME rights.)

How To Play

1. Divide the children into groups of 3-6.
2. Prepare one copy of the Child Picture Cards for each team. Cards are available in the Activity Cards Section of the manual.
3. Mark a start line and an end line approximately 10 metres apart from each other on the playing area.
4. Ask each group to form a straight line behind the start line.
5. Place a copy of the Child Pictures Cards (face up and spread out for the children to see) in front of each group at the end line.
6. Tell the children that this is a relay race.
7. Explain and demonstrate that, in turn, the children will run to the end line, select a picture of a child whose rights are being met in the picture, and run back to the start line with it.
8. End the activity when all of the pictures have been picked up.
9. Next, ask each child to pick up one of the Child Picture Cards to use for the RCA discussion.

Watch For

- Does each child have an opportunity to select a picture?

Discussion

Reflect

- Take a look at the pictures you are holding. Can you tell me about the child in your picture? Where does he/she live? What does he/she do during the day? What does he/she eat? (Encourage the children to be creative in their answers.)

WHO HAS RIGHTS? CONTINUED

- What do you think all of these children have in common? (Ensure that one of the answers is that all of the children have rights.)

  NOTE: When leading the above discussion, consider repeating the same message over and over: "All children, every single one, has rights." See the examples below.

  "Children who live in this big blue apartment building have rights. Children who live in this yellow castle have rights. Children who live in this small pink house have rights. All children, every single one, have rights!"

  "Children with black hair have rights. Children with golden hair have rights. Children with pink skin have rights. Children with brown skin have rights. All children, every single one, have rights!"

  "Big children have rights. Little children have rights. Children who are special in many ways have rights. All children, every single one, have rights!"

Connect

- Do you think you have rights? Why?
- Do any of the children you play with look different from you? Do they have rights?
- Do any of the children you play with eat different things from you? Do they have rights?
- What do you know about children who live far away (in different countries around the world)? Do they have rights?

Apply

- Do you think it is important for EVERY child to have the same rights? Why?

Variations

- To increase the physical challenge of the activity, create an obstacle course between the start and end line.
- For a more realistic approach, replace the Child Picture Cards with the Child Photo Cards.

CRC ACTIVITIES: AGES 8+

LADDER OF CHILDREN'S RIGHTS

Key Learning

To become more familiar with selected rights from the CRC.

Goal of the Activity

A team race in which a child with an assigned child right must race against another team member.

What You Need

Equipment

- CRC Cards – 1 set per group

No. of children

- 6 or more (to work in pairs an even number of children is required)

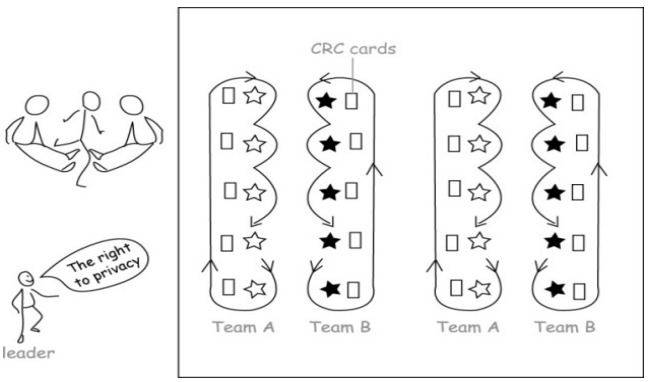
Opening Questions

- What are examples of some of the rights you have as children?
- How have you learned that those are your rights?

How To Play

1. Divide children into groups of 6-10, making sure that you have an even number of groups.
2. Assign half of the groups as Team A and the other half of the groups as Team B.
3. Match each Team A with a Team B. Have each pair of teams sit so that each Team A line is beside its partner Team B line.
4. Ask all members of Team A and Team B to turn and face one another (see diagram).
5. Ask the children to sit and extend their legs so that Team A's feet are touching the feet of someone on Team B. Possible answers, the fourth child from the first line would turn to the fourth child in the second line (see diagram).
6. Explain and demonstrate that:
   - Children in one line will be given one CRC card. See the CRC Cards in the Activity Cards Section of the manual. The same CRC card will be given to the children sitting across from them in the other line, for example, the fourth child in the first line receives the same CRC card as the fourth child in the second line.
   - You will then call out a right (from the CRC cards they have been given) to begin the activity.
   - All children assigned the CRC card that you call will get up and hop over the legs in front of them, then run around their line and hop over the legs that were behind them until they reach their spot again and sit down (see diagram).

⚠ Ensure the children navigate safely through the other child's legs.



7. The point of the activity is to complete the course and return to your spot as quickly as possible after your CRC card is called.
8. Continue playing until every child has had at least 3-4 chances to run.

LADDER OF CHILDREN'S RIGHTS CONTINUED

Watch For

- Are the children remembering the right on their card?
- Are the children responding to the correct right when you call it?
- Are the children running as quickly as they can?

Discussion

Reflect

- What are some of the different rights that were mentioned during this activity?
- Were any of them new to you? Which ones?
- Were there any rights mentioned that you disagree with? Which ones? Why?
- Are there any rights that we haven't mentioned that you think should be included in the CRC? Which ones? Why?

Connect

- Do you think it is important to know the rights you have as a child? Why?

Apply

- What can you do to become more aware of the rights you have as a child?

  (Possible Answers: ask a teacher, parent or another adult; read the CRC; ask questions at Right To Play activities)
- Who is a safe person for you to discuss the rights of a child with?

Variations

- After a few rounds, ask children to change cards with other children in their team. This will allow children to become familiar with more articles in the Convention.
- Instead of calling out an article, call out a scenario that corresponds to an article (or use the Rights Violations Cards in the Activity Cards Section of the manual). The children then have to make the link between the scenario you describe and the article they have. For example, "Xien was walking to school one day when a car stopped in front of him and a man came out and grabbed Xien. He was taken in the car and stolen from his family." After hearing this scenario, the children with the rights article, "You have the right to be protected from kidnapping," would race each other.

LSPS: AGES 10+

BARKING DOG

Key Learning

To develop a deeper understanding of the effects of gender discrimination.

Goal

A tag-like game in which the players try to avoid being tagged by the Barking Dog.

What You Need

Equipment

- Pylons or chalk (to mark lines): 8

No. of players

- 6 or more

Opening Questions

- What do you think the word "discrimination"' means?
- What are some of the ways some people who are discriminated are treated?

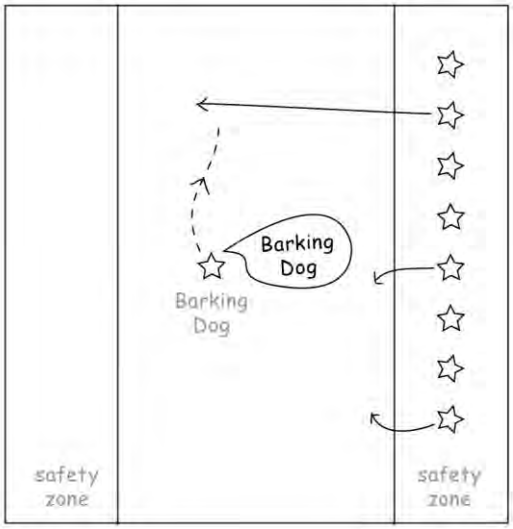
How To Play

⚠ Ensure the play area is clean and free of obstructions.

1. Mark a large play area with safety zones at opposite ends of the field (see diagram).
2. Ask all players to go to one of the safety zones.
3. Ask for a volunteer to be the Barking Dog.
4. Explain and demonstrate that:
   - At each end of the field there are safety zones.
   - The Barking Dog will stand in the middle of the field. The rest of the players will stand together at one end of field, in the safety zone.
   - The game will begin when the Barking Dog calls out "Barking Dog."
   - Players run across the playing field and try to reach the other safety zone at the opposite end of the field without being tagged by the Barking Dog.
   - When a player is tagged, they join the Barking Dog and try to tag other players as they run back and forth across the field.
   - When players successfully reach the safety zone, all the newly tagged players join the Barking Dog in the centre of the field. Together, they call out "Barking Dog," and players try to run to the other side without being tagged.
   - The game ends when all players have been tagged.
5. When everyone has been tagged, explain that they will play the game again, but this time there will be different rules for girls and boys.

6. Assign the last person tagged to be the Barking Dog for the next game.
7. Explain to the players that the game will include the following new rules:
    - To reach the opposite safety zone, the girls can run freely in the play area, like they did the first time. The boys, however, can only skip/hop on one foot.
    - When players are tagged, they will join the Barking Dog in trying to tag other players.
    - The game ends when all players have been tagged.
    - Assign the last person tagged to be the Barking Dog for the next game.





Watch For

- Are the players staying within their boundaries while trying to reach the safety zone?
- Are the boys really hopping or actually using both legs?

Discussion

Reflect

- How did you feel playing the game as a girl? As a boy?
- What was the most challenging way to play the game? Why?
- How did it feel to be chosen to play the game the more challenging way based on your sex?

Connect

- Are there other experiences in your life when you felt that the rules you were expected to follow were different from the rules for others?
- How are girls and boys treated differently in school? In faith centres (for example, the church, mosque, or synagogue)? At home?
- Why are girls and boys (or women and men) treated differently?

Apply

- What are ways to include girls or boys in all activities?
  In sport and play activities? In school? At home?

 **Variations**

- Make the play area smaller for younger age groups and bigger for older age groups.
- 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.
- Be creative in how the rules for boys are changed. For example, boys must hold their ankles while 'running' across the playing field instead of hoping.

AGREE OR DISAGREE[20]

Key Learnings

To promote tolerance among children. To show how stereotypes create discrimination.

Goal of the Activity

A debate and discussion where children move to show if they agree or disagree with certain statements.

What You Need

Equipment

- *Signs that say: I AGREE, I DON'T KNOW, I AM STILL THINKING, and I DISAGREE*
- *Prepared statements (provided)*

No. of children

- *6 or more*

Opening Questions

- Has anyone heard of the word stereotype? What do you think it means? (Answer: A widely held but oversimplified image of a particular type of person or group.)
- What do you think of when you hear the word unfair or unequal?
- Does anyone know what the word discrimination means? What do you think it means? (Answer: When people treat other groups of people differently or unfairly because of their religion, race, ethnicity, language, culture, gender, etc.)

How To Play

1. Before the activity, write I AGREE, I DON'T KNOW, I AM STILL THINKING, and I DISAGREE on four separate pieces of paper.
2. Explain that the room has been divided into 4 corners. Each corner is marked with a sign: I agree, I don't know, I am still thinking, I disagree.
3. Explain that you will read out different statements, one by one (see below). The children will take a position in a corner according to whether they agree, don't know, are still thinking, or disagree.
4. Read the first statement. Wait until children have taken a position. Ask children from different corners why they chose that position. Invite children to change positions if they change their minds after hearing what others say. Repeat the same process for all statements.
   - Statements:
     - Boys do not cry.
     - Only girls should play with dolls.
     - Only boys should play sports.
     - It is better to be a boy than a girl.
     - Girls are smarter than boys.

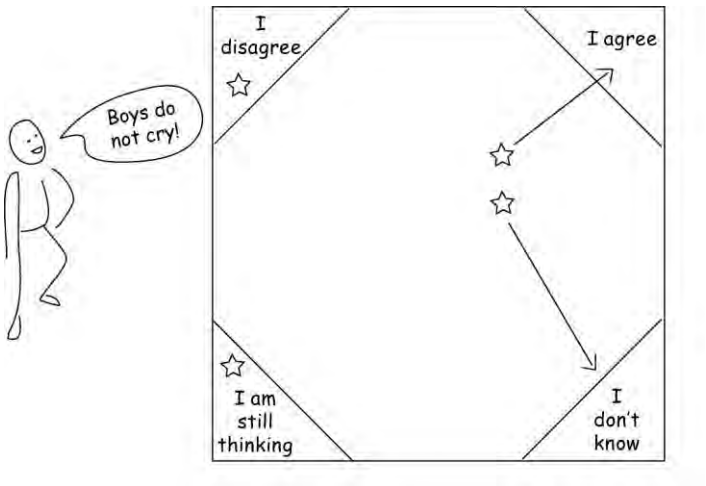
[20] Adapted from Compasito, Manual on Human Rights Education for Children.

	○ It's okay for boys to fight, but girls should not fight. ○ Boys are lazy. ○ Girls are good liars. ○ Girls are weak and boys are strong. ○ Boys are always blamed for everything. ○ It's okay for boys to say dirty words. ***Watch For*** • Is every child moving to one of the four corners? • Are all children getting equal opportunity to express their opinions? • Are people disagreeing respectfully?  ***Discussion*** ***Reflect*** • What did you think of the activity? • Did you learn anything new from the activity? If so, what? • Did anyone's reasons lead you to change your own opinion? • How do we know which position is right? ***Connect*** • Why do you think people have different opinions? ***Is it okay to have different opinions?*** • What is a stereotype? (Answer: A widely held but oversimplified image of a particular type of person or group.) • What happens when we have stereotypes? • What is negative about having stereotypes? (Answer: They can lead to discrimination, or people being treated unfairly, or unequally.) • What is discrimination? (Answer: The unfair treatment of individuals or groups of people because of their religion, race, ethnicity, language, culture, gender, etc.) • How can stereotypes lead to discrimination? (Example: Girls are not allowed to play sports because sports are seen as activities for boys. Children with disabilities are

not allowed to go to school because of their disability.)

Apply

- What should we do if we have different opinions?
- What can you do to avoid discriminating against others?
- What can you do if you see someone discriminating against someone else?



CRC ACTIVITIES: AGES 11+

PROTECTOR DODGEBALL

Key Learning

To better understand the rights of protection as listed in the CRC.

Goal of the Activity

To protect 2 children from being hit by a soft ball.

What You Need

Equipment

- Soft balls (balls that will not hurt if they are thrown at someone) – 1 per group

No. of children

- 8 or more

Opening Question

- What kinds of protection do you think children need in their lives?

How To Play

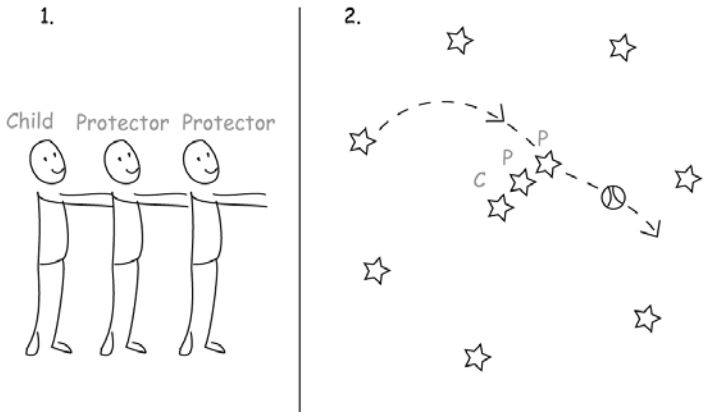
⚠ Ensure the play area is clean and free of obstructions.

1. Divide the children into even groups of 8–10.
2. Ask each group to form a circle.
3. Ask for 3 volunteers from each group to form a line in the middle of the circle with their arms on the shoulders of the person in front of them (see diagram). Two will be Protectors and one will be the Child.
4. Explain that the first two children in the line will be responsible for protecting the third child in the line. The first two children represent all the different forms of protection a child needs in life, for example, protection from war, protection from hurt and neglect, protection from kidnapping, protection from harmful work, etc.
5. Give one child standing in the circle a ball.
6. Explain and demonstrate that:
   - When you say "*Go!*" the children in the circle will begin throwing the ball to try and hit the Child (below the waist).
   - The Protectors will work to deflect the ball and protect the Child.
   - The Child will also work to avoid being tagged by the ball.
   - If the Child is hit, he or she will join the rest of the children in the circle.
7. Ask for 3 new volunteers to begin playing the activity again.
8. If all children have had the chance to be in the middle, invite children to try again, taking on a different role (either Protectors or Child).
9. End the game at your discretion.

Watch For

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

PROTECTOR DODGEBALL CONTINUED



Discussion

Reflect

- How did it feel to be the Protector? Why?
- How did it feel to be the Child? Why?
- What did you do as the Protectors to be as effective as possible? What was your strategy?

Connect

- In the CRC, there are many rights that are focused on the protection of children. Can you think of any rights we've spoken about that are focused on protection? (Possible answers: kidnapping, child labour, protection from all forms of violence)

Apply

- Who are some people who can protect you and your rights? (Possible answers: siblings, friends, family members, teachers, etc.)
- What can they do to help you feel protected and safe?

Variations

- Add a second ball.
- Add 1 more Child to the line for the Protectors to protect.
- Remove 1 Protector.
- Have all the groups agree to protect the same right before the activity starts. For example, they could all be protecting children from kidnapping. Discussion questions could be tailored towards the specific right.

Activity 4.d Modified game on girls' and women's rights

The games in this section can be used during the workshop 'play breaks' (see instructions on page 33) and to give staff, trainers and even coaches examples of Gender Equality games that they can use with the children.

CRC ACTIVITIES: 8+

RUN FOR YOUR RIGHTS

Key Learning

To become more familiar with selected girl specific rights.

Goal of the Activity

To listen carefully and move quickly to a new circle when an assigned right is called.

What You Need

Equipment

- Chalk or hula hoops (anything to make circles on the ground)
- 5-6 Rights cards – 3-5 copies of each

No. of children

Opening Question

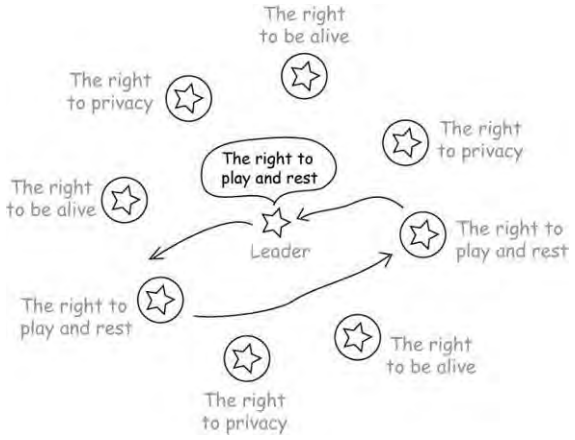
- What is an example of a right that you use each day?

How To Play

1. Ask the children to form a large circle.
2. Make 3-5 photocopies of the girls' rights cards below. Give each child a card. Each card should have 3-5 children assigned to it.

Inheritance Girls have the same rights as boys to inherit from their parents.	**Marriage** Girls have the right to choose who they will marry.
School Girls have the same rights as boys to go to school.	**Play and Sport** Girls have the same rights as boys to play and do sports.
Work and salary Girls can do the same jobs as boys.	**Physical integrity** Girls have the rights to protect their physical integrity; that implies no part of her body shall be cut or damaged.

3. Give each child a hula hoop or a piece of chalk.
4. Ask the children to drop the hula hoop on the spot or draw a circle on the ground and then stand inside it (see diagram).
5. Explain and demonstrate that:
   - You (the Leader) will call out a right from the cards. The children holding the card with that right written on it must move out of their hula hoop to find an empty hula hoop to stand in.
   - You will try to run to an empty circle. The child without a circle to stand in will stand in the centre while you call out another right.

6 or more (8 is ideal)	• Once children begin to move to another circle, the child in the centre will try to run to an empty hoop. Make sure the children are being gentle with each other and are watching out for others so as to avoid collisions. • When you say: "Run for girls' rights," all of the children have to find a new spot. • When you say: "Learn your rights," all of the children have to pass their card to the right. They will then continue playing using their new card. **6.** End the activity at your discretion. **Watch For** • Is every child reacting when the right that corresponds to their card is called? • Are children being good-natured and cooperative? **Discussion** ***Reflect*** • Without looking at your cards, list all of the rights that were mentioned in this activity. • Were any of the rights new to you? Which ones? ***Connect*** • Can you think of a time when a girls' right was not respected? Explain. ***Apply*** • What are some things you can do to become more familiar with all of the girls' rights? What are some things we can do as a group to become more familiar with all of the rights of the child? • What are some things you can do to help your parents and other members of the community learn girls' rights? Are these ideas safe for you to try? Why? 

CRC ACTIVITIES: AGES 11+

AVOIDING THE BULLY

Key Learning

To understand the effects of bullying and how to deal with it.

Goal of the Activity

Tag-like activity in which students run from one side to the other without getting tagged by the "bully" in the middle.

What You Need

Equipment

- None

No. of children

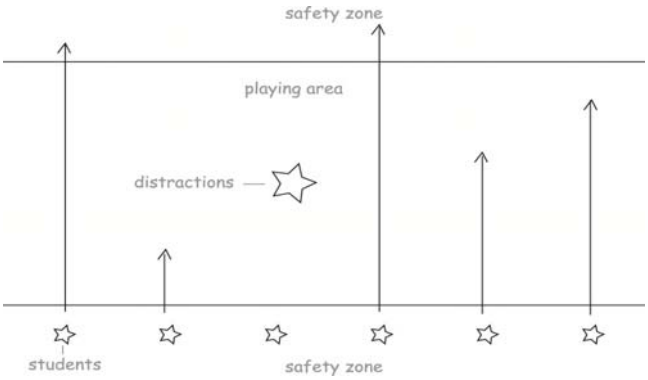
- 8 or more

Opening Questions

- What are some examples of things that a bully might do? (Possible answers: hit, punch, kick, call names, say mean things about you to others)
- How do you think people who are bullied feel? Explain.
- Why do you think people bully others? Explain.

How To Play

1. Explain to the children that during this activity some of them will be playing the role of a Bully. Although they are acting as a bully it is important not to hurt their peers. The Bullies will need to tag others very gently. Emphasize the importance of showing respect for one another during the activity.
2. Divide the playing area into 3 zones – the Playing Area and 2 smaller Safety Zones (see diagram).
3. Ask children to line up across one of the Safety Zones.
4. Ask the children to list some of the things a bully might do or say to someone else.
5. Explain and demonstrate that:
   - The Bully will stand in the middle of the Playing Area.
   - When you yell "To the Safety Zone!" the children will run across the Playing Area to the other Safety Zone without getting tagged.
   - The Bully will try to tag students as they run across the Playing Area toward the other Safety Zone.
   - Once the children have crossed into the Safety Zone, they can no longer be tagged.
   - If a child is tagged, the child joins the other Bullies and helps to tag other children.
   - Continue playing until all children have joined the Bully team.
6. Repeat the activity choosing a different volunteer to start as the Bully.



AVOIDING THE BULLY CONTINUED

Watch For

- Are the children running to the Safety Zone on your mark?
- Are the Bullies gently tagging the other children and being respectful?

Discussion

Reflect

- How did it feel when you were trying to make it to the Safety Zone?
- What did you do to make it to the Safety Zone?
- Did the activity become more difficult for you at any point? Why?

Connect

- What could happen to someone who gets bullied?
- Can you think of a time when a bully tried to make you, or someone you know, do something you (they) didn't want to do? How did you/they react? Why? What was the result of your/their reaction?
- Was it difficult to stand up for yourself? Why?

Apply

- What are some things you can do personally and with your peers the next time a bully tries to make you, or someone else, feel badly? (Possible answer: Stand up for yourself and peers in a safe and constructive manner.)

Variations

- Challenge the children to dribble a ball across the Playing Area without having their ball taken away by Bullies.
- Have those tagged by a Bully link arms.

CRC ACTIVITIES: AGES 11+

BULLYING ROLE-PLAY

Key Learning

To understand the negative impact bullying has on children and the actions they can take to prevent or deal with it.

Goal of the Activity

To work in small teams to develop and present a skit that demonstrates a bullying act, the impact of bullying on others, and ways to respond effectively to bullying.

What You Need

Equipment

- Bullying cards - 1 per team

No. of children

- 8 or more

Opening Questions

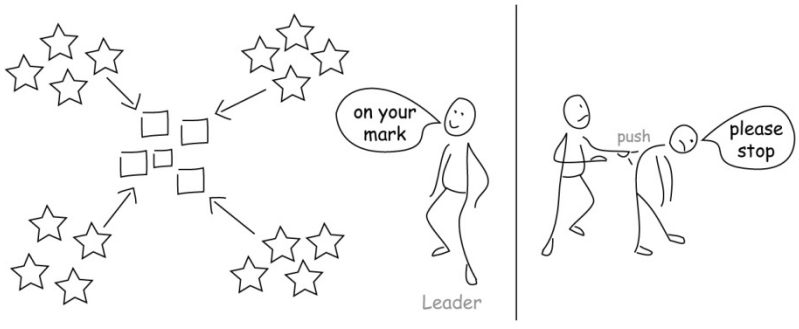
- What does it mean to "bully" someone?
- What types of actions are bullying actions?
- How does it feel to be bullied?
- What are ways you can respond to bullying so that it stops? Explain.

How To Play

1. Place the bullying cards (at the end of this game) face down in the middle of the play area.
2. Divide the group into 4 teams.
3. Ask each team to stand at least 3 metres apart from one another.
4. Explain and demonstrate that:
   - When you say: "On your mark," one member from each team will run to the centre of the area, take a bullying card and run back to their team.
   - Each team will have 2-3 minutes to read the bullying situation and come up with an idea to stop the bullying.
   - Teams will then have 5 minutes to develop a short skit to demonstrate the bullying act and the solution.
   - Their skits should clearly demonstrate 3 things:
     - The bullying act (as indicated on the card)
     - How the person being bullied feels
     - How to stop the bullying

⚠ Explain that during this activity, some of them will be playing the role of a "bully." The "bullies" will need to play their roles gently and respect their peers. Emphasize the importance of showing respect for one another during the skits.

After each presentation, lead a brief Reflect-Connect-Apply discussion (as listed below).



BULLYING ROLE-PLAY CONTINUED

Watch For

- Are the members of each team contributing to the skits?
- Are teams clearly demonstrating the negative impact of bullying on others?
- Are teams able to determine ways of effectively and realistically responding to bullying?

Discussion

Reflect

- What do you think was the bullying act in this team's skit?
- How do you think the person being bullied felt?
- What strategy did they use to respond to the bullying?

Connect

- Can you think of a time when either you or a friend was bullied in this way? How did it make you/them feel? Why? How did you/they react?
- Why do you think bullies act the way they do?

Apply

- What are some other ways of effectively responding to bullies that weren't described in the skits?

Variations

- Have the students write their own bullying cards as part of the activity.
- Have the students mime the skit instead (perform in silence with actions only).

BULLYING ROLE-PLAY CARDS

Someone takes your bag (or something else you own).	Someone calls you names.
You see and hear people whispering.	Somebody pushes you in line.
The "bullies" are waiting to get you on your way home.	You join a group of friends and they stop talking and walk away.
Someone makes mean faces at you.	You have no one to play with.
Someone threatens to hurt you if you don't do what they say.	Someone keeps pinching you.

SAFETY NETS[17]

Key Learnings

To understand the concept of selecting appropriate people to trust. To identify networks and relationships that will help children to protect their rights.

Goal of the Activity

To hold securely and firmly onto your piece of a ball of string.

What You Need

Equipment

- Large ball of string
- Flipchart paper

No. of Children

- 4 or more

Opening Question

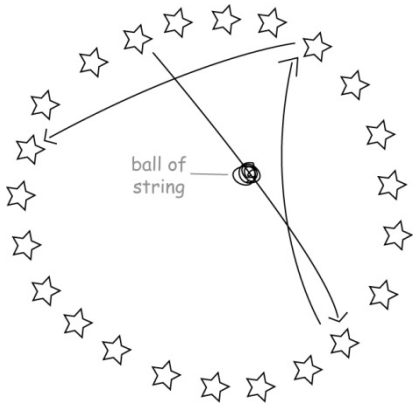
- How do you know whether someone is a person who you can trust?

How to Play

1. Before the activity begins, write out on flipchart paper a list of questions about support systems in children's lives and post them for all children to see. Support systems are people or groups of people in the children's lives that have helped them to develop and feel safe in their environment. These will often include family members, teachers, and trusted community members. Examples of questions include:
   - Who taught you to play football (or another sport)?
   - Who helped you learn to read?
   - Who looked after you when you were sick?
   - Can you remember a particularly nice teacher? What was it that you liked about the person?
   - When you were a child, whose home did you visit most often?
2. Ask the children to form a close, tight circle.
3. Explain and demonstrate that:
   - You will start the activity by holding onto the end of a ball of string with one hand. With the other hand toss the ball of string across the circle, or gently pass the ball of string to another child (see diagram). Ask that child one of the questions listed on the flipchart. For example, "Tyra, who looked after you when you were sick?"
   - The child will catch the ball of string, pull the string that now exists between the two of you, and answer the question. (Possible answer: "My mother has always been the one to look after me when I was sick.") This child will then firmly hold the string with one hand, and with the other hand toss the ball of string to a different child and ask that child one of the questions on the flipchart.
   - Every time a child receives the ball of string they will answer the question that has been asked, toss the string and ask a new child a question.
4. The ball of string is passed across the circle until all children have held the ball at least once.
5. Continue to pass the ball of string until a tight web forms.
6. When the web is full, ask children to hold on securely to the pieces of string, step back, and pull to make the string tighter between all children.

[17] Adapted from http://www.childrensrightscentre.co.za/ Making Children's Rights A Reality Trainer's Manual.

SAFETY NETS CONTINUED



Watch For

- Is each child holding firmly onto their piece of the ball of string?
- Did each child have at least one turn receiving and passing the ball of string?

Discussion

Reflect

- Who are some supportive people that were mentioned in this activity? (Possible answers: family members, teachers, community members)
- If everyone holds their string tightly what would happen if we were to place a ball or another object on it? (You might want to try this to demonstrate the web's ability to provide support.)
- What would happen if someone dropped the string?
- When you look at the web, what are some things you notice? (Possible answers: We are all connected. Each person is linked to others.)

Connect

- Think about the people you mentioned during this activity. Do you think that these people would be safe to discuss your rights with? Why?

Apply

- How can you use this network of support we have created in this group to help you discuss your rights and the rights of all children with other members in the community?
- What are some things you need to think about before you discuss children's rights with other members in the community? (Possible answers: how they will react, whether it is a safe thing to do, what the benefits/risks could be)

AGES 6+ | **BUILDING COMMUNITY**

Same but Different[52]

Key Learning

To develop an understanding of how knowing about differences and similarities can help to resolve conflicts.

Goal Of The Game

To find things in common with different partners.

What You Need

No. of players

- 6 or more

Opening Question

- What do you have in common with your friends?

How To Play

- Ask the players to stand in a group.
- Explain and demonstrate that:
  - When you say "Go!" each player will find a partner.
  - As soon as they have found partners, they will begin asking each other questions to find out if they have anything in common (likes, dislikes, qualities, skills, goals, etc.).
  - Partners have 1 minute to find out as many things as possible that they have in common.
- When you say "Stop," ask each pair the number of things they have in common and to give examples.
- Say "Go!" again, players must find a new partner and increase the number of things they have in common with their new partner.
- After 1 minute, say "Stop," and check the numbers the players have.
- Continue playing until the players have had the opportunity to partner up with at least 5 other players.
- Tell the players that they will play the same game, but this time they will identify as many things that are different.
- Give players 1 minute to meet a new player and identify as many things as possible that they do **not** have in common.
- Continue playing until everyone has had the chance to partner up with 5 other players and list their differences.

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52 Adapted from Gibbs, J. (2000). Tribes: A New Way of Learning and Being Together (p. 355). Sausalito, CA: CenterSource Systems. NOTE: Permission to use granted by CenterSource Systems, LLC, publisher of Tribes: A New Way of Learning and Being Together, by Jeanne Gibbs, © 2000, Windsor, CA, www.tribes.com.

Watch For

- Are players able to find new partners easily?

Discussion

Reflect

- What are some of the things that many of you have in common?
- How did you feel finding out about what you had in common with your partners?
- What are some things that were different?

Connect

- Can you think of a time when you were surprised to discover something about someone you knew?

Apply

- To resolve conflicts, why is it helpful to find out about the things you have in common?
- Why is it helpful to know about the differences of others?

Variations

- Instead of changing partners each time ask players to keep the same partners. When the group comes together at the end ask each pair to act out what they have in common and have the group guess what it is.

GREEN HEALTH BALL GAMES

Sample Opening Discussion Questions G270

Age 10+

Addiction Tag..... G271
Cold Toss..... G275
Cover, Cover, Cough! G278
Diarrhea Knockdown G280
Doctor Dodgeball..... G283
Get The Medicine G287
Go With The Flow G290
High Fever Alert G293
Infection Protection..... G296
Injury Prevention..... G298
The Choice is Yours G300
Trouble In The Tummy..... G303
Virus Protection..... G307

SAMPLE OPENING DISCUSSION QUESTIONS



Ages 10+

- An old saying is, "What you don't know won't hurt you." How true is that saying in terms of protecting our health?
- How do we catch flu? (malaria? measles? tuberculosis?) What are the signs that we have it? How can we protect ourselves? What must we do to get well again?
- Do you think we are getting better in our concern for and treatment of (ask one):
  - The air we breathe?
  - The water we drink
  - The food we eat?
  - Wildlife?
  - Our natural surroundings?

  What more can we do?

ADDICTION TAG

Key Learning

To gain knowledge and learn strategies needed to make regular healthy choices; to avoid illness and diseases that can be prevented; to understand the impact of making unhealthy choices.

Goal Of The Game

A tag-like game where children from one side of the playing field try to tag and capture children from the other team.

What You Need

Equipment

- Chalk or markers (to mark of playing area)

No. of children

- 6 or more

How To Play

⚠ Make sure playing area is clear and safe.

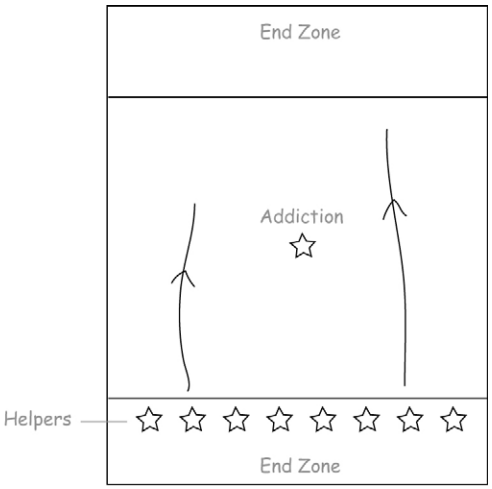
1. Use the chalk to mark a large rectangular playing area with two end zones (see diagram).
2. Ask the children if they know what an addiction is and if they can provide an example of some of the substances people can easily become addicted to. (Some examples are addictions to nicotine, alcohol, glue, heroin, marijuana).
3. Ask the children if they know of any places or programs that exist in their community that can help people who suffer from addictions. (Some examples of these are counselors, doctors, family members, clinics). During this game people and programs that help people with addictions will be referred to as "Helpers."
4. Explain that the game focuses on how unhealthy choices can lead to addictions.
5. Ask for one volunteer to play the role of "Addiction."
6. Ask "Addiction" to stand in the middle of the play area.
7. Ask for 3-4 volunteers to play the role of "Helpers."
8. Ask all other children to line up at one end of the playing field in an end zone.
9. Explain and demonstrate that:
   - All players will line up at the end zone line. When "Addiction" calls out the word "*Trying,*" all of the children will choose to make one of the following signs:
     - SMOKING – 2 fingers at the mouth
     - DRINKING ALCOHOL – making their hand in the shape of a glass
     - TAKING ILLEGAL DRUGS – placing their hand around their arm
   - After making the sign, "Addiction" will call out "*Addiction*" and all of the children will try to run across the playing field to the other end zone.

ADDICTION TAG CONTINUED









How To Play - continued

- While they are running, "Addiction" will try to gently tag as many children as possible before they reach the other end.
- The children who are tagged then join "Addiction" and work to tag the other children as they try to cross the playing field.
- Each round will begin with "Addiction" calling out the words "*Trying*" and then "*Addiction.*"
- Every 2-3 times the children cross the playing field, the Leader will call out the words "*Helpers Take Action.*" When "*Helpers Take Action*" is called, children who have been tagged by "Addiction" will freeze on the spot with their legs spread open. The "Helpers" will then try to crawl through the legs of the children who have been tagged by "Addiction." The "Helpers" will be given approximately 30 seconds to crawl through as many legs as possible. The Leader will count down from 30 out loud so that the "Helpers" know how much time they have. The "Helpers" must return to the start line with any children whose legs they have crawled through before the time is up or they also join the "Addiction" team.
- Any child who was helped by the "Helpers" then leaves the "Addiction" team and rejoins the original group of children in the end zone.
- When the 30 seconds is up, the Leader will yell "*Helpers finished*" and the remaining "Addiction team" will continue to play by calling out "*Trying.*"

10. The game continues with the "Addiction team" trying to increase the size of their team and the "Helpers" working to decrease the size of the "Addiction team."
11. The game ends at your discretion and can be repeated using new volunteers to play the role of "Addiction" and "Helpers."

Watch For

- Do the children understand the meaning of the signs they are making?
- Are the children who have been tagged by "Addiction" joining the "Addiction" team?
- When you call out "Helpers take Action," are the "Helpers" working to run between the legs of children who have joined the "Addiction" team?

ADDICTION TAG CONTINUED

Discussion

Reflect

- What were the signs you were making every time "Addiction" called out the word "Trying?"
- How many of you were caught by "Addiction" after "Trying" only 1-3 signs?
- What does this tell us about addiction?
- How many of you were "Helpers?" How did it feel to help people who had been tagged by "Addiction?"
- How many of you were helped by "Helpers?" How did it feel to work with the Addiction team for a while and then move back to your original team?

Connect

- What do you think the dangers are of trying cigarettes, alcohol or illegal drugs?
- Have you ever met anyone who struggles with an addiction problem? What are some of the symptoms of addiction?
- Do you think people who are addicted to a substance can be helped? Why? Why not?

Apply

- What are some of the ways you can prevent yourself from becoming addicted to a substance?
- Where are some places you can go for help if you become addicted?
- How can you help your friends and family prevent themselves from becoming addicted to substances?

Variations

- Begin the game with 2-3 children playing the role of "Addictions."
- When you call out "*Helpers take Action*" allow the original "Addiction" to remain unfrozen. His/her job is to try to tag as many "Helpers" as possible while they try to help the children who have been tagged by "Addiction." Once tagged, the "Helpers" must run back to an end zone before they continue helping.

Inclusion

- Refer to pp. G7-G11.

ADDICTION TAG CONTINUED

FACT SHEET – EFFECTS OF LITTER

What is an addiction?

An addiction is when a person becomes emotionally or physically dependent on something. When an addiction involves drugs or alcohol it often means that a person is taking too much of it and is reliant on the substance. This can have many negative effects on a person's life and health.

Addictions can take over a person's life by affecting their ability to think, work and be with others. It can also have serious heath effects like lung cancer, liver problems and heart problems.

Addictions often start through simple experimentation. Some drugs are more addictive than others. Some people are more likely to become addicted than others.

How can you beat an addiction?

Often, the only way to stop an addiction is to stop using the substance completely. This can be very hard. People will tend to rely on family, friends, doctors and professional resources to help them beat the addiction.

It is important that people are educated about the serious negative effects of drugs and alcohol. Children should support each other to make wise decisions about drugs and alcohol rather than pressuring others into experimenting with them.

Information from www.kidshealth.org

COLD TOSS

Key Learning

To gain knowledge and learn strategies to avoid illness that can be prevented; to take care of yourself and one another.

Goal Of The Game

A ball-tag game in which the children try to avoid getting letters assigned to them that spell out "COLD."

What You Need

Equipment

- Soft ball - 1

No. of children

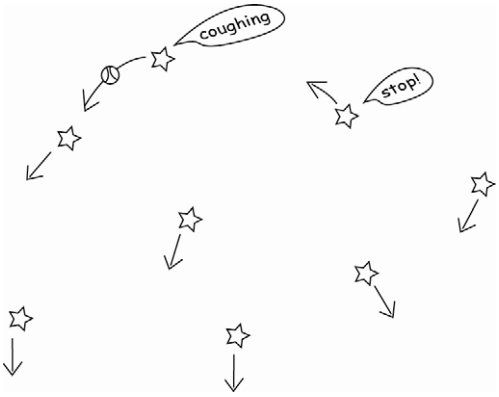
- 6 or more

How To Play

1. Divide the children into teams of 6-8.
2. Ask each group to stand in a circle.
3. Ask the children to name symptoms of a cold (for example, sneezing, sore throat, coughing, headache, tiredness, etc.) (See fact sheet on p. G391 for more information.)
4. Ask each child to pick one symptom and play the role of that symptom.
5. Ask the children to announce the symptom they chose. (Encourage each child to pick a different symptom.)
6. Ask for one volunteer from each group. Give each volunteer a ball.
7. Explain and demonstrate that:
   - The ball represents a "cold."
   - The volunteer will start the game by throwing the ball into the air and calling out a symptom.
   - As soon as the ball is thrown, all of the children will scatter except for the child whose symptom was called. This child must try to catch the ball as quickly as possible.
   - After catching the ball, the child will yell "Stop!" and all the children must freeze where they are. The child who has the "cold" must then try to hit the nearest child with the ball. Players must throw gently and hit below the shoulders. If a child is hit, that child gets a "C" and becomes the next caller. If the thrower misses the person, the thrower receives a "C."
   - Each child will play the game and try to avoid collecting enough letters to spell the word "COLD."
   - Every time a child is hit by a ball or the thrower misses, the child earns a letter in the word "COLD."
   - The thrower becomes the next person to call out a symptom.
8. The game finishes at your discretion.

⚠ Ensure the play area is free of obstructions.

COLD TOSS CONTINUED



Watch For

- Are the children remembering the symptom they were assigned?
- Are all the children engaged and participating?

Discussion

Reflect

- What are some symptoms of a cold we used in this game?

Connect

- Does anyone know how you can prevent colds?
- How do you treat a cold?
- Is it possible to spread colds through touching? How?
- When you have had a cold in the past, what have you done to recover?

Apply

- What are some things you can do to prevent yourself from getting a cold in the future?
- If you do get a cold, what can you do to help yourself get better?
- What can you do if you are taking care of someone who has a cold?

Variations

- Call more than one symptom to catch the ball.

Inclusion

- Refer to pp. G7-G11.

FACT SHEET- COMMON COLD

What is a cold?

A cold is an infection that affects the nose, throat, and ears. A cold virus gets inside your body and makes you sick. Your immune system works to fight the virus.

Cold clues:

Once you've been in contact with a cold virus, it takes 2-3 days for cold symptoms to begin. If you have some of the following symptoms, you probably have a cold:

- low fever (100°-101° F or 37.2°-37.8° C)
- body chills
- itchy or sore throat
- sneezing, runny nose, and watery eyes
- coughing
- feeling tired and not hungry
- congestion (when your nose is stuffy and it's hard to breathe)

Helping kids feel better:

Although medicine doesn't make colds go away faster, some medicines can help you feel better while you wait for your cold to go away. Don't take any medicine unless your parent or doctor gives it to you. They might suggest aspirin or ibuprofen, which helps aching heads and muscles.

Here are some other feel-better tips:

- Take hot drinks to soothe coughs and sore throats while also clearing mucus.
- Take a steamy shower to help stuffy or irritated noses. Or run a humidifier (a small, quiet machine that sprays fine cool mist in the air) to relieve your scratchy throat, stuffy nose, and itchy eyes. Humidifiers make room air moist, which loosens mucus.
- Eat a balanced diet, get plenty of sleep, and keep your body fit through regular exercise.
- Blow your nose to get rid of mucus.
- Take a nap or go to bed a little earlier for a few nights.
- Relax and use the time to read, listen to music, or watch a movie. Children who are under stress feel worse when they have colds.

Information from www.kidshealth.org

COVER, COVER, COUGH!

Key Learning

To gain knowledge and learn strategies to avoid illness and diseases that can be prevented.

Goal Of The Game

A game similar to duck-duck-goose in which one child plays the role of "TB" and chooses other children to either "cover your mouth" or "cough."

What You Need

Equipment

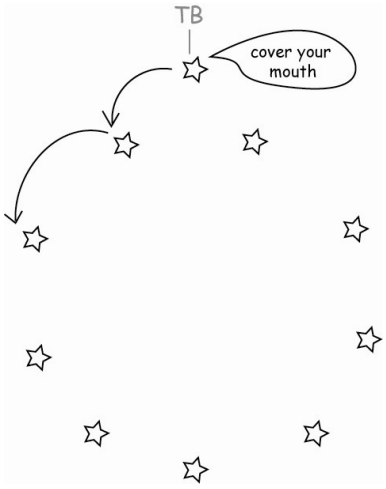
- None

No. of children

- 6 or more

How To Play

1. Divide the children into groups of 6-10.
2. Ask each group to form a circle and sit down.
3. Ask for 1 volunteer from each group to play the role of tuberculosis (TB).
4. Explain and demonstrate that:
   - TB will walk around the outside of the circle in a clockwise direction, tapping the other children gently on the shoulder.
   - Every time TB touches a child, TB can choose to say "Cover your mouth" or "Cough."
   - If TB says "Cover your mouth," the children cover their mouths and stand still.
   - If TB says "Cough," the child runs around the circle as quickly as they can to catch TB.
   - At the same time, TB must run around the circle to get back to the child's original spot, before the child gets there.
   - If TB reaches the spot first, the child takes over the role of TB. But if TB is caught by the child, nothing changes and TB remains in the role.



Watch For

- Are the children covering their mouths when someone says "Cough?"
- Is TB picking different children to run around the circle each round?

COVER, COVER, COUGH! CONTINUED

Discussion

Reflect

- In the game, what did you have to do when you were tapped on your head?

Connect

- Why is it important to cover your mouth when you or someone else coughs?
- How does TB spread?
- Can touching a TB-infected person spread the disease?

Apply

- How can you protect yourself from TB?

Variations

- Have the children in the circle say either "cover your mouth" or "cough" when tapped on the head by TB. If the child says "cover your mouth," TB taps the next child. If the child says "cough," both the child and TB must run around the circle.

Inclusion

- Refer to pp. G7-G11.

FACT SHEET - TUBERCULOSIS

How do people get tuberculosis (TB)?

Tuberculosis is spread from person to person through the air. People with TB spray the bacteria into the air when they cough, sneeze, talk or laugh. People nearby can breathe in the bacteria and become infected. To become infected, a person usually needs to be exposed for a long time to air containing TB bacteria.

TB is spread through the air, and not through touching other people with TB.

When a person breathes in TB bacteria, the bacteria stay in the lungs and begin to multiply. From there, the bacteria sometimes move through the blood to other parts of the body, such as the kidneys, joints and brain. In most cases, the infection is kept in check by the body's immune system. In about 10% of cases, however, the infection breaks out into active TB disease at some point during the life of the infected person.

How can you protect yourself from TB?

- Cover your mouth when coughing and encourage others to do the same.
- Make sure there is lots of fresh air in your home (open windows and doors).
- Keep your surroundings orderly and clean.

Information from: www.kidshealth.org

DIARRHEA KNOCKDOWN

Key Learning

To gain knowledge and learn strategies to avoid and treat illness and diseases that can be prevented.

Goal Of The Game

A team tossing game in which the children must throw a ball (representing salt, sugar and water) to knock down the sticks (diarrhea).

What You Need

Equipment

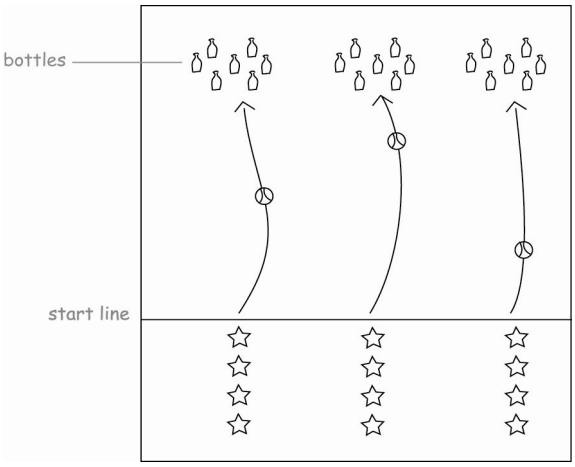
- Balls – 3 per team
- Bottles, cones or sticks (anything that will fall over when hit by a ball) – 6-10 for each team
- Chalk (anything to mark the start line)

No. of Children

- 6 or more

How To Play

1. Mark a start line using chalk or markers.
2. Divide children into teams of 6-8.
3. Ask each team to line up behind the start line.
4. Place 6-10 bottles on the ground (standing upright) approximately 5-10 metres away from each team (see diagram).
5. Tell the children that these bottles represent Diarrhea.
6. Ask the children if they know of anything you can do to help relieve diarrhea.
7. Give each team 3 balls.
8. Explain that these balls represent one way to help take care of yourself when you have diarrhea. They represent Salt, Water and Sugar.
9. Explain and demonstrate that:
   - Each child will take a turn throwing 3 balls from the start line to knock down the bottles.
   - Once the balls are thrown, the child must run to retrieve them and stand up the bottles again.
   - When the balls are retrieved and the child returns to the start line, the next child can throw at the bottles.
10. Continue the game until all children have had at least 2-3 turns.



Watch For

- Are the children throwing the balls from the start line?
- Are the children collecting the balls and standing up the bottles after their turns?

DIARRHEA KNOCKDOWN CONTINUED

Discussion

Reflect

- In the game, what did the balls represent? What did the bottles represent?
- Thinking about the game, how do you think you can "knock down" or treat diarrhea?

Connect

- How do you feel when you have diarrhea?
- Does anyone know how you can take care of yourself when you have diarrhea?
- What are the causes of diarrhea?

Apply

- What can you do if you have diarrhea in the future?
- Does anyone know how you make the treatment?
- Where can you find water, sugar and salt to make the diarrhea treatment?

Variations

- Enlarge the space between the players and the bottles.
- Set an amount of time to hit down all the bottles.

Inclusion

- Refer to pp. G7-G11.

FACT SHEET - DIARRHEA

What are the causes of diarrhea?

Diarrhea can be caused by:

- eating food or drinking water that has germs
- eating food that has gone bad
- taking some types of medicine
- viruses and other infections

How do you treat diarrhea?

Drink a hydration solution. You can make your own solution at home.

Make sure your hands, spoons, mixing bowl and cups are clean.

To make one litre of hydration solution at home, mix together:

- one teaspoon of salt
- eight teaspoons of sugar
- one litre of clean drinking water

Stir the mixture until the salt and sugar dissolve. Be careful not to add too much salt. The solution should taste no saltier than tears.

Children should drink one and a half cups of the solution after every watery bowel movement. Children under 2 years old should drink half a cup of solution after every watery bowel movement.

Information from www.kidshealth.org

DOCTOR DODGEBALL

Key Learning

To gain knowledge and learn strategies to avoid and treat illness, pains and diseases that can be prevented.

Goal Of The Game

A competition between two teams with the goal of hitting opposing players with balls.

What You Need

Equipment

- Soft balls – 3 for each team

No. of children

- 6 or more

How To Play

1. Divide children into teams of 3-10. Be sure to create an even number of teams.
2. Pair teams together calling one Team A and the other Team B.
3. Explain that the partner teams will play against each other.
4. Mark a large square play area using chalk or markers. Divide the square into 2 Safety Zones and 2 Playing Zones (see diagram). Each pair of teams will need a playing area.
5. Ask Team A to stand on one side of the playing area and Team B to stand on the other side.
6. Ask for one volunteer from each team to be the Doctor.
7. Walk onto the playing field and point out the different areas:
   - Playing Zones: area where balls can be thrown and children can be hit below the waist with the ball.
   - Safety Zones: area where children are safe from balls.
8. Give each team three balls. Be sure that the balls are soft and will not hurt the children.
9. Explain and demonstrate that:
   - All children will begin in the Safety Zone.
   - The object of the game is to hit the opposing players gently with balls.
   - Players can only throw balls from the Playing Zone.
   - Balls only count if they hit below the waist and are not caught.
   - If a ball hits a child below the waist in the Playing Zone, that child freezes.

⚠ Ensure that the children are aware of the balls being thrown when they are frozen.

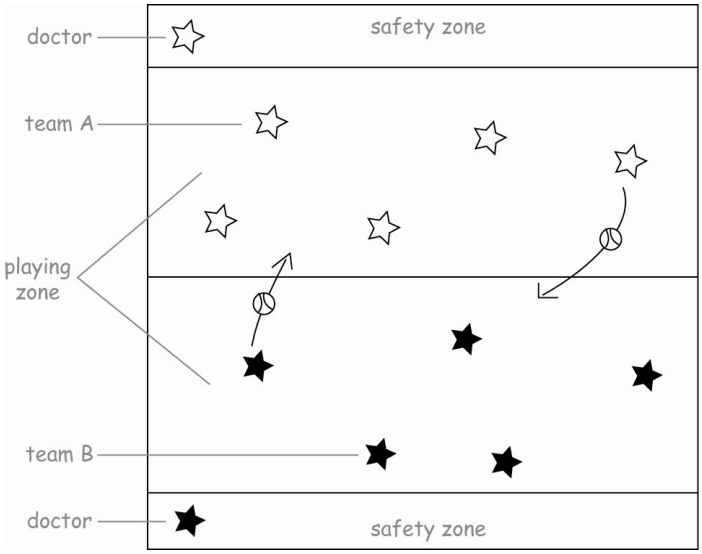
- The Doctor frees frozen children by tagging them and taking them to the Safety Zone – as long as the Doctor isn't tagged along the way.
- Both children re-enter the game if they get to the Safety Zone without being tagged.
- If the Doctor is tagged outside the Safety Zone, the Doctor freezes and is unable to help "cure" other children.

DOCTOR DODGEBALL CONTINUED

How To Play - continued

10. The game is finished when all players on one team are frozen.

⚠ Remind children to throw the balls below the waist and to be careful not to trip over their frozen teammates.



Watch For

- Are the children who are hit by the balls freezing?
- Are the Doctors working hard to take the frozen children to the Safety Zones?
- Are children throwing balls to hit other children below the waist?

DOCTOR DODGEBALL CONTINUED

Discussion

Reflect

- For those of you who got hit, how did it feel to have to freeze? How did it feel when the Doctor came to help you?

Connect

- If you think of the balls as Sickness and freezing as "being sick," how is this game similar to real life?
- What are some examples of sicknesses that are common in our community?

Apply

- Where can you go when you feel sick?
- What are the things in real life that help protect us (like the Safety Zone) from sickness?

Variations

- Add more Doctors and more balls.
- Create a bigger playing area and a smaller Safety Zone.
- Allow the children to put one hand over the spot on their body that was hit by the first ball (for example, if hit on the arm, children put one hand over their arm). If hit a second time, put the other hand over that spot. If hit a third time, freeze. If children can return to the Safety Zone before being tagged the third time, they are cured. In this version, more balls should be used.

Inclusion

- Refer to pp. G7-G11.

DOCTOR DODGEBALL CONTINUED

FACT SHEET - DOCTORS

Why is it important to visit the doctor?

Regular checkups are a good idea for children. These visits happen when you are feeling fine. These visits give your doctor a chance to see that you are growing normally. They are a good time for you and your guardians to ask the doctor how to keep you healthy.

Visiting the doctor when you feel sick or when you are hurt is also a good idea for children. When you are hurt or not feeling well the doctor can help you to feel better.

What can the doctor do?

During your visit, the doctor can:

- answer questions about your body and your health
- give you and your guardians information about how to stay healthy
- give you medicine if you are sick
- help your body heal if you are hurt

Information from www.kidshealth.org

GET THE MEDICINE

Key Learning

To gain knowledge and learn strategies to avoid and treat diseases that are preventable.

Goal Of The Game

A team challenge in which kneeling children must catch a ball (the medicine) that is thrown by the Doctor.

What You Need

Equipment

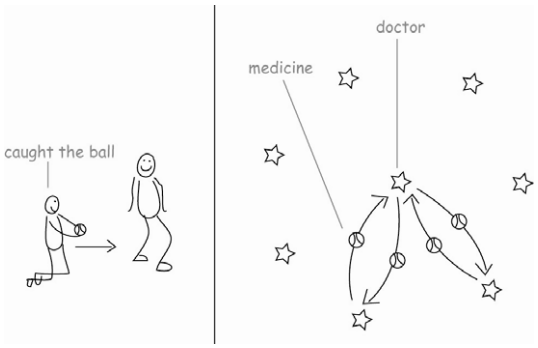
- Ball
  – 1 for each team

No. of children

- 6 or more

How To Play

1. Divide the children into groups of 6-10.
2. Ask each group of children to form a circle.
3. Ask for one volunteer from each group to play the role of the Doctor.
4. Give each Doctor a ball.
5. Ask the children to name symptoms of tuberculosis (TB). (See fact sheet on p. G405 for more information.)
6. Explain and demonstrate that:
   - The ball represents the Medicine for TB.
   - The rest of the children are playing the role of children sick with TB.
   - The children who are sick with TB kneel on the ground.
   - The Doctor throws the Medicine to each child in a clockwise direction.
   - If the Medicine is caught, the child stands.
   - If the Medicine is dropped, the child stays kneeling, and the children on either side must kneel as well.
   - The goal of the game is for the children to have their entire team standing as quickly as possible. (If you are only playing with one team, time each round and challenge them to beat their time in each round).
7. When you are ready to start another game, allow other children to play the role of the Doctor.



Watch For

- Are children standing when they catch the ball?
- Are the children on either side of a child who drops the ball, kneeling after the ball is dropped?

GET THE MEDICINE CONTINUED

Discussion

Reflect

- What does this game tell us about TB and medication?
- What does this game teach us about how TB spreads?

Connect

- What are some of the symptoms of TB?
- If you have TB, why is it important to get medication?

Apply

- If we don't take our medication when we have TB, how will it affect those around us?
- What can we do to prevent ourselves from becoming infected with TB?

Variations

- Ask the children with TB to begin by lying down. When they catch the ball they sit up, when they catch it again they kneel. The last time they catch it, they stand. Again, if anyone drops the ball, the children on either side must also go back to lying down. (This variation will help to demonstrate that the effects of medication take time).

Inclusion

- Refer to pp. G7-G11.

FACT SHEET - TUBERCULOSIS

How do people get tuberculosis?

Tuberculosis is spread from person to person through the air. People with TB spray the bacteria into the air when they cough, sneeze, talk or laugh. People nearby can breathe in the bacteria and become infected. To become infected, a person usually needs to be exposed for a long time to air containing TB bacteria.

TB is spread through the air, and not through touching other people with TB.

When a person breathes in TB bacteria, the bacteria stay in the lungs and begin to multiply. From there, the bacteria sometimes move through the blood to other parts of the body, such as the kidneys, joints and brain. In most cases, the infection is kept in check by the body's immune system. In about 10% of cases, however, the infection breaks out into active TB disease at some point during the life of the infected person.

How can you protect yourself from TB?

- Cover your mouth when coughing and encourage others to do the same.
- Make sure there is lots of fresh air in your home (open windows and doors).
- Keep your surroundings orderly and clean.

How can you treat TB?

- If you think you have TB, be sure to visit a doctor immediately.

Information from: www.kidshealth.org

GO WITH THE FLOW

Key Learning

To gain knowledge and learn strategies to treat pains and protect well-being.

Goal Of The Game

A guessing game in which a player called the "nose catcher" tries to guess who is causing the nosebleeds.

What You Need

Equipment

- None

No. of children

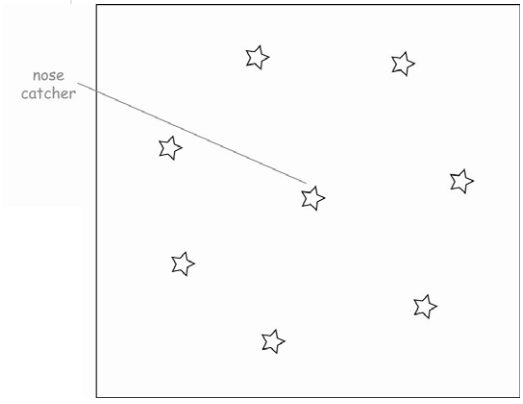
- 6 or more

How To Play

1. Ask the group to raise their hands if they have ever had a nosebleed.
2. Ask the group if they know what to do if they get a nosebleed.
3. Explain and demonstrate that they should:



   - Pinch their nose in the middle
   - Lean forward
   - Breathe through their mouths
   - Continue pinching for 10 minutes
   - Stand up or sit up
4. Ask the children to demonstrate what you have just shown them.
5. Divide the children into groups of 6-10.
6. Ask each group to form a circle.
7. Ask for one volunteer to be the Nose Catcher.
   - The Nose Catcher leaves the room or closes their eyes while the group chooses the Nose.
   - The Nose Catcher then comes back into the room (or opens their eyes).
8. Explain and demonstrate that:
   - The object of the game is for the Nose to make direct eye contact with other children and twitch their nose. If a child receives the nose twitch from the Nose Catcher the child must demonstrate what to do when you get a nose bleed. The Nose must try to twitch their Nose at all players before the Nose Catcher discovers who the Nose is.
   - It is the job of the Nose Catcher to figure out who the Nose is.
   - The Nose Catcher has three chances to guess who the Nose is.
9. Once the game is finished, the player who was the Nose becomes the new Nose Catcher for the next round.



GO WITH THE FLOW CONTINUED

Watch For

- After being signaled by the Nose, are the children correctly demonstrating what to do when they get a nosebleed?
- Is the Nose Catcher paying close attention to the children's noses?

Discussion

Reflect

- How did you feel when you were the Nose Catcher?
- What did you do when the nose twitched his/her nose at you?

Connect

- What are some of the causes of nosebleeds?
- Why tip your head forward when you have a nosebleed?

Apply

- What can you do if you get a nosebleed in the future?

Variations

- The children can choose two people to be the Nose.

Inclusion

- Refer to pp. G7-G11.

FACT SHEET - NOSEBLEEDS

Most nosebleeds look worse than they are. In other words, nosebleeds are messy, a little uncomfortable, and sometimes even scary. But they are usually not a big deal.

What causes nosebleeds?

Most nosebleeds occur when little blood vessels that line the inside of your nose break and bleed. These blood vessels are very fragile and lie very close to the surface, making them easy targets for injury. Common reasons for nosebleeds are:

- nose picking or sticking something up the nose
- a cold or allergy, especially with sneezing, coughing, and nose blowing
- dry air which causes the inside of the nose to become cracked, crusted, and itchy

Sometimes injuries to the outside of the nose, face, or head can cause nosebleeds.

If you get nosebleeds:

See a doctor if your nosebleed was caused by an injury, such as a punch. If it just starts bleeding on its own, follow these steps:

- Do not lie down. Sit up or stand.
- Use tissues or a damp washcloth to catch the blood.
- Tip your head forward (do not lean your head back; this can make blood run down your throat).
- Pinch the soft part of your nose together (just below the bony part of your nose) and breathe through your mouth. Do this for 10 minutes. Make sure you hold the pressure for 10 minutes without stopping.
- Do not pick, rub, or blow your nose — this can cause your nose to bleed more.
- Ask a friend or parent to keep an eye on the time so that you keep pinching your nose for the full 10 minutes. If your nosebleed does not stop, pinch it for another 10 minutes. If it still has not stopped, you or your guardian should speak with a doctor.

Reasons to see a doctor or visit the hospital:

- You feel dizzy, weak, or faint.
- Your nose is bleeding fast or you seem to be losing a lot of blood.
- You just started taking a new medicine.
- You have other symptoms, such as unusual bruising all over your body.

Information from www.kidshealth.org

HIGH FEVER ALERT

Key Learning

To gain knowledge and learn strategies to avoid and treat diseases that can be prevented.

Goal Of The Game

A team challenge where the children work together to try and keep the ball on the sheet.

What You Need

Equipment

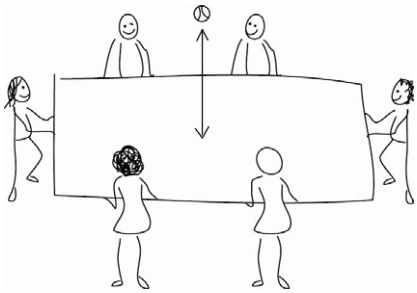
- Bedsheet – 1 per group
- Ball – 1 per group

No. of children

- 6 or more

How To Play

1. Ask the children if they know someone who has had malaria?
2. Ask the children what kind of fever people with malaria get? (See fact sheet on p. G413.)
3. Divide the children into groups of 6-8.
4. Give each group a bedsheet.
5. Ask the children to grab part of the edge of their team's sheet (see diagram).
6. Give each team a ball. Tell the children that the ball represents the fever that people get when they have malaria.
7. Explain and demonstrate that:
   - The game begins with the sheet on the ground.
   - The ball will be resting on the middle of the sheet.
   - When you call "High fever!," each team begins raising and lowering its sheet to toss the ball into the air.
   - The object of the game is to keep the ball on the sheet while bouncing the ball up and down as high as it will go, as many times as possible in 1 minute.
8. Continue playing the game, challenging the teams to beat their record of bounces in a minute.



Watch For

- Are the children working together to keep the ball on the sheet?
- Are the children trying to get the ball as high as it will go?
- Are the team members communicating to accomplish the task of keeping the ball on the sheet?

HIGH FEVER ALERT CONTINUED

Discussion

Reflect

- What does the game tell us about malaria?

Connect

- Have any of you had a fever before? What does a fever feel like and what should you do if you have a fever?
- What are the symptoms of malaria?

Apply

- How can you protect yourself from malaria?

Variations

- Divide the children into smaller groups of 2-4. Having fewer children holding the sheet will make the game more challenging.
- Give the group less time to bounce the ball on the sheet as many times as possible (for example, 30 seconds).

Inclusion

- Refer to pp. G7-G11.

FACT SHEET – MALARIA TREATMENT

What is malaria?

Malaria is an infectious disease widespread in tropical and subtropical regions. It infects between 300 and 500 million people every year and causes between one and three million deaths annually, mostly among young children in Sub-Saharan Africa.

How do you get malaria?

- A bite from a mosquito infected with certain parasites

Symptoms of malaria

Symptoms of malaria include fever, shivering, joint pain, vomiting, anemia, and convulsions. There may be the feeling of tingling in the skin. The classic symptom of malaria is a cycle of low fever followed by high fever (feeling of sudden coldness followed by stiffness and then fever and sweating). Each cycle lasts four to six hours, and occurs every two to three days.

How can you prevent malaria?

- Take medicine before, during, or after exposure to mosquitoes
- Remember, medicine is not always effective
- Cover up with extra clothing at night or stay indoors
- Avoid being outdoors at dusk and dawn
- Avoid hanging around still or stagnant waters
- Keep your home clean
- Sleep under an impregnated mosquito net every night
- Protect yourself from mosquitoes by spraying bug spray in your room
- Remove all stagnant water from your home
- Put screens on your windows or impregnate your curtains
- Go to a doctor if you show signs or symptoms of malaria

Treating malaria

Malaria is a medical emergency requiring a visit to the doctor and sometimes hospitalization. Certain types of malaria can be treated by medications given by a doctor and taken at home. Treatment of malaria involves being cared for during the fevers (and other symptoms), and taking specific antimalarial drugs. When properly treated, someone with malaria can be completely cured.

Information from www.kidshealth.org

INFECTION PROTECTION

Key Learnings

To gain knowledge and learn strategies to avoid illness and make regular healthy choices.

Goal Of The Game

A tag-like game in which the "virus" chases the "body" and the "immune system" works to protect the "body."

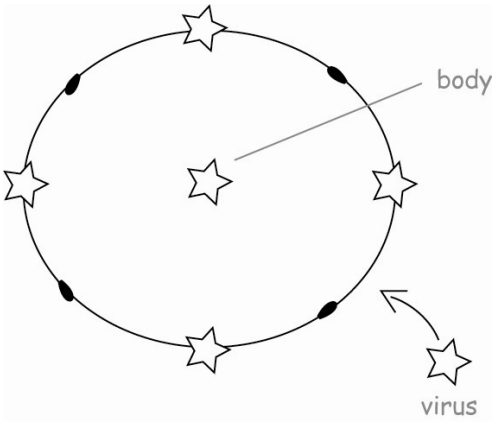
What You Need

Equipment
- none

No. of children
- 6 or more

How To Play

1. Divide the children into groups of 5-6.
2. Ask one child from each group to volunteer to play the role of the Virus.
3. Ask one child from each group to volunteer to play the role of the Body.
4. Tell the remaining children that they will play the role of the Immune System.
5. Explain and demonstrate that:
   - The children who are the Immune System will form a circle and hold hands.
   - The Body will stand inside the circle.
   - The Virus will stand outside the circle.
   - The Virus must try to touch the Body while the Immune System moves around to prevent the Virus from touching the Body.
   - If the Virus touches the Body, the Body gets sick and will hop on one leg.
   - A member of the immune system will then join the virus and work together to try to touch the Body.
   - Each time the Body is touches, a new member of the immune system will join the virus team.
   - When only the Body is left, the children can play again.
6. The children will then switch places, choosing a new Virus and Body.



Watch For

- Are the children playing the role of the Immune System working hard to protect the Body?
- Are the children playing the role of the Body switching roles when they have been tagged by the Virus?

INFECTION PROTECTION CONTINUED

Discussion

Reflect

- How did you feel when you played the role of the Body? What made you feel nervous? What made you feel safe?
- From playing this game, what do you think the role of the immune system is?

Connect

- How does the immune system work to protect our bodies?

Apply

- What can you do to help keep your immune system strong?

Variations

- Tell children that the Body must work to avoid the Virus. The Immune System must work to protect it. If the Virus touches the Body once, the Body must hop on one leg and one member of the Immune System team must join the Virus. If the Body is touched twice, children should switch roles.

Inclusion

- Refer to pp. G7-G11.

FACT SHEET – IMMUNE SYSTEM

What is the immune system and what does it do?

The immune system, which is made up of special cells, proteins, tissues, and organs, defends people against germs and micro-organisms every day. In most cases, the immune system does a great job of keeping people healthy and preventing infections. But sometimes problems with the immune system lead to illness and infection.

The immune system is the body's defence against infectious organisms and other invaders. Through a series of steps called the immune response, the immune system attacks organisms and substances that invade our systems and cause disease. The immune system is made up of a network of cells, tissues, and organs that work together to protect the body.

Information from www.kidshealth.org

INJURY PREVENTION

Key Learning

To gain knowledge and learn strategies to avoid pain that can be prevented.

Goal Of The Game

A team challenge in which children must answer questions to win stepping stones and cross a river using the stepping stones they win.

What You Need

Equipment

- Paper – 1 piece per child
- Chalk (anything to mark two lines on the ground)

No. of children

- 6 or more

How To Play

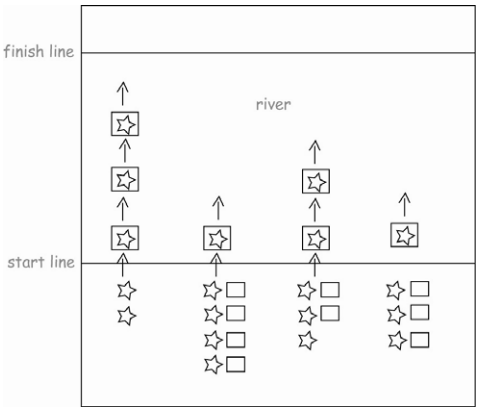
1. Draw two lines on the ground approximately 15 metres apart.
2. Call one line Start and one line Finish (see diagram).
3. Divide the children into teams of 4-6.
4. Ask each team to line up behind the Start line.
5. Explain and demonstrate that:
   - This is a game that requires teamwork and knowledge.
   - The area between the two lines is a river filled with crocodiles.
   - Each team's mission is to cross the river without touching the water.
   - The only way to cross the river is by stepping on the pieces of paper.
   - The children will work as a team to come up with at least 4-6 answers to a question you will ask.
   - Every time they have an answer, one member of the team will run to you and whisper the answer in your ear.
   - A different member of the team must present an answer each time.
   - For every correct answer they give you, the team receives a piece of paper.
   - For every incorrect answer they give you, the team is given a different pretend injury (for example, "Hop on one foot for the rest of the game," "Put both arms behind your back for the rest of the game").
   - When they have at least four pieces of paper, they can choose to begin the second part of the activity – the race across the river.
   - If any group member touches the water, the entire team must start at the beginning of the river again.
6. The game is finished when a team gets all of its players across the river.

The question you will ask the teams is:

"What are at least four ways of preventing sport/play injuries?"

(See fact sheet on p. G418 for answers).

INJURY PREVENTION CONTINUED



Watch For

- Are the children taking turns telling you their answers?
- Are the teams starting again every time a group member falls off a piece of paper and into the water?

Discussion

Reflect

- How did you come up with the answers to the question?
- For those of you who were given an injury, what was difficult about the game?

Connect

- Why is it important to know ways of preventing injuries?
- What kinds of injuries have you had in real life?

Apply

- What are five important things we can always remember to try to prevent injuries?

Variations

- Give every child a pretend injury to begin with. Every time they answer a question correctly, they will receive a piece of paper and will be cured of the injury.
- Increase the width of the river.

Inclusion

- Refer to pp. G7-G11.

FACT SHEET – INJURY PREVENTION

Ways of preventing injuries:

- Warm up.
- Know the rules of the game.
- Watch out for others.
- Don't play when you're injured.
- Drink enough water.
- Stretch.
- Don't play running games in the middle of the day when the sun is at its hottest.

Information from www.kidshealth.org

THE CHOICE IS YOURS

Key Learning

To gain knowledge and learn strategies needed to make regular healthy choices to take care of ourselves and one another.

Goal Of The Game

To find a group of peers and discuss a topic related to healthy and unhealthy choices.

What You Need

Equipment

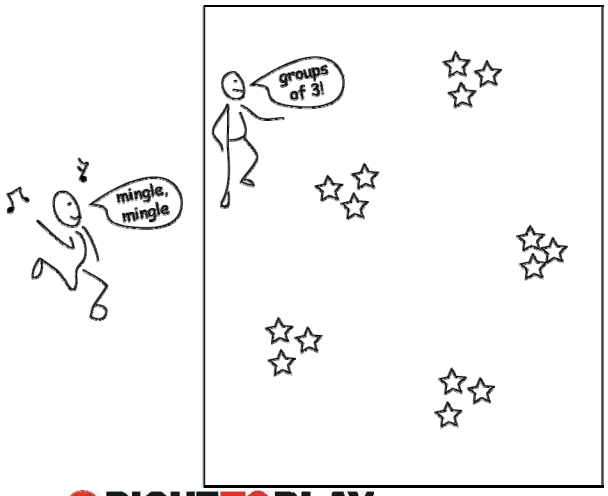
- None

No. of children

- 6 or more

How To Play

1. Ask the children to form a circle.
2. Ask the children if they can describe examples of healthy choices they can make in their lives.
3. Ask the children to describe some of the unhealthy choices that many children and youth choose to make in their lives.
4. Explain that this game will allow them the opportunity to discuss some of those healthy and unhealthy choices in a fun and active way.
5. Explain and demonstrate that:
   - All the children will begin the game by singing a song that is familiar to the children, moving around the room and dancing while singing. The song should be very simple and involve mingling throughout the circle while singing and dancing.
   - When you call out a number, for example "3," the children must form groups of 3 as quickly as possible.
   - Once in their group, they will wait to hear the topic you ask them to discuss, for example, "As a group, discuss some of the reasons you think people start to smoke" (see sample discussion questions).
   - After 2-3 minutes, you will begin singing. The children will then leave their groups and continue to sing and dance.
   - When you call the next number, for example "5," the children must form groups of 5 as quickly as possible and wait to hear the topic to discuss.
   - You will continue calling out numbers and topics to discuss throughout the game.
6. The game ends at your discretion.



Watch For

- Are the children mingling to find new groups each time?
- Are the children engaged in discussions related to the topic you are presenting?
- Are the children providing thoughtful answers in their small group discussions?
- Are all children involved?

THE CHOICE IS YOURS CONTINUED

Discussion

Reflect

- During the game, what was the most difficult topic to discuss? Why?
- What was the easiest topic to discuss? Why?
- What were some of the ideas you came up with in terms of why people start smoking?
- What were some of the ideas you came up with in terms of how you can protect yourself and your health when peers are pressuring you?

Connect

- Have any of you ever seen a friend make an unhealthy choice? What are some examples of those choices?
- Have any of you ever tried to help a friend make a healthy choice instead of an unhealthy choice? What did you do to try to convince him/her to do?

Apply

- Why is it important to make healthy choices when you are young?
- What are some things you can do in the future to help your friends make healthy choices?
- What are some things you would want people to do to help you make healthy choices?

Variations

- Ask a different set of discussion questions.
- In order to ensure that every child contributes, give every child a rock at the beginning of the game. Every time they form groups, ask the children to throw their rock on the ground in the centre of their group after they add something to the discussion. The group can only begin mingling again when all of the rocks are on the ground. After each discussion is complete, they will pick up their rock again and begin to mingle.

Inclusion

- Refer to pp. G7-G11.

THE CHOICE IS YOURS CONTINUED

Sample Discussion Questions:

1. What are some of the reasons children and youth choose to start smoking?
2. What are some of the effects of smoking on your health?
3. What are some of the reasons people stop being physically active?
4. What are the benefits of being physically active?
5. What are your favourite sports and physical activities to take part in? Why?
6. What are some of ways that peers can pressure each other into drinking or smoking?
7. What are some of the ways you can protect yourself from the pressure of your peers?
8. What are some of your favourite foods to eat?
9. What are the foods that you eat that are very unhealthy for your body? Why do you eat them?
10. If you had to replace the unhealthy foods you eat with something healthy, what would you replace them with?

FACT SHEET – HEALTHY CHOICES

The choices we make for ourselves and others can have a big impact on our lives. We should be aware of the choices that we can make to keep ourselves and our loved ones safe and healthy. Often, we give little thought to these choices. But by learning from each other, we can see the many ways we already help ourselves and the many more things we can do to improve our health and lifestyle.

Examples of healthy choices we can make:

- Exercising regularly
- Eating healthy foods
- Drinking lots of water
- Being kind to our friends and family
- Sleeping enough each night
- Saying "no" to peer pressure
- Taking care of the environment
- Taking care of our personal hygiene

Examples of unhealthy choices we can make:

- Smoking cigarettes
- Drinking alcohol
- Not being physically active
- Not sleeping
- Peer pressuring others
- Littering
- Not taking care of our hygiene

Information from www.kidshealth.org

TROUBLE IN THE TUMMY

Key Learning

To gain knowledge and learn strategies to avoid illness and pain.

Goal Of The Game

A team challenge in which children match the belly pain with the treatment in the least amount of time possible.

What You Need

Equipment

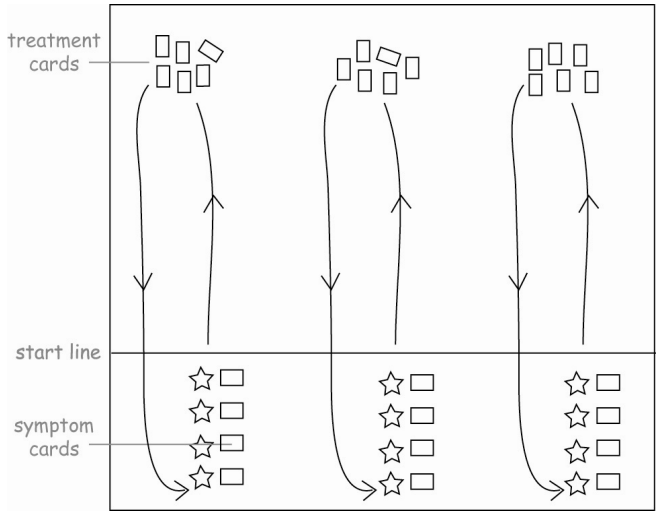
- Chalk (anything to mark a line on the ground)
- Symptom and treatment cards, one set per team

No. of children

- 6 or more

How To Play

1. Mark a clear start line using chalk or markers.
2. Divide the children into groups of 6-10.
3. Ask each team to line up behind the start line.
4. Place a copy of the treatment cards on the ground face up 10 metres away from each team (see diagram).
5. Give each team a copy of the symptom cards.
6. Explain and demonstrate that:
   - This is a relay. When the game starts, the first players on each team take a symptom card, run to the treatment card pile and try to find the correct treatment.
   - When players find the correct card, they run back to their teams and gently tag the next child's hand.
   - The next child takes a symptom card and continues the game.
   - The idea is to find the card lying on the playing field, with the correct treatment written on it.
   - The team works together to find all the correct pairs in the fastest time possible.
7. The game continues until all the Symptom and Treatment cards have been paired.
8. At the end of the game, ask the children to look at their cards and make any changes they think are necessary.
9. Ask the children to read their cards and correct any mistakes.
10. Repeat the game and challenge the children to complete the task in a shorter period of time.



TROUBLE IN THE TUMMY CONTINUED



Watch For

- Are the children choosing the correct treatments cards to match with their symptom cards?
- Are the children working as a team?



Discussion

Reflect

- What are some of the symptoms of belly aches?

Connect

- What can cause bellyaches and why is it important to identify the type of pain it is?
- Have any of you had a bellyache before? What did you do about it?
- How do you treat certain bellyaches?

Apply

- Which bellyaches should you go see a doctor for right away?
- What can you do the next time you have a belly ache?



Variations

- Give the children the treatment cards and ask them to find the matching symptom card.



Inclusion

- Refer to pp. G7-G11.

TROUBLE IN THE TUMMY CONTINUED

SAMPLE SYMPTOM AND TREATMENT CARDS

The cards below can be prepared and used in the belly pain symptom and treatment game.

SYMPTOM	TREATMENT
Hunger pains	Food
Sharp pain on the lower right side (appendicitis)	Doctor
Diarrhea	Oral hydration solution
Nervous stomach	Relax
Vomiting (food poisoning)	Doctor
Rash	Medicine
Cramps (constipation)	Drink water, clear soup, fibre
Cramps (full)	Rest and avoid food

FACT SHEET- BELLY PAIN

There are many reasons why you might feel belly pain. They include:

Constipation. Constipation is one of the most common reasons for abdominal pain. If you haven't had a bowel movement for a while or if it hurts to go to the bathroom or if your bowel movements are hard, you are probably constipated.

Diarrhea. Diarrhea is often caused by gastroenteritis, an infection that some people call the stomach flu. When you have diarrhea — runny, watery bowel movements — you may also feel sick to your stomach.

Vomiting. Feeling sick to your stomach and throwing up can also be caused by gastroenteritis. The pain is one way your body tells you to stay near a bathroom!

Food. Abdominal pain can also be caused by eating too much of something. Eating a food that is too spicy or greasy can also cause pain. Food that was sitting around in the fridge for too long and went bad can also make your belly hurt. Pain is the body's way of telling you that your stomach and intestines are having a difficult time breaking down or digesting this food.

An infection somewhere else. If you have an infection somewhere else in your body, you may get belly pain, too. A sore throat, pneumonia, an ear infection, or a cough can sometimes cause tummy trouble as well.

Appendicitis. If the pain starts by your belly button and then moves to the lower right side of your abdomen, it might be appendicitis. Fever or vomiting, along with pain that gets worse and worse and a loss of appetite can also be signs of appendicitis.

Other painful problems. Severe pain can also be caused by a urinary tract infection or a blocked intestine. Infection by bacteria or a parasite, heartburn, or inflammatory bowel disease can also cause abdominal pain.

Stress. Many, many children (and adults, too) have a "nervous stomach" when they are worried or stressed.

Information from: www.kidshealth.org

VIRUS PROTECTION

Key Learnings

To gain knowledge and learn strategies to avoid and treat illness and diseases that can be prevented. To make regular healthy choices.

Goal Of The Game

A circle game where children quickly pass sponges and balloons that represent viruses and medicine.

What You Need

Equipment

- Water balloons or balls (you will need to have extra on hand) – 10
- Sponges (or other object that can be easily passed around) – 5
- Prepared questions about viruses

No. of children

- 6 or more

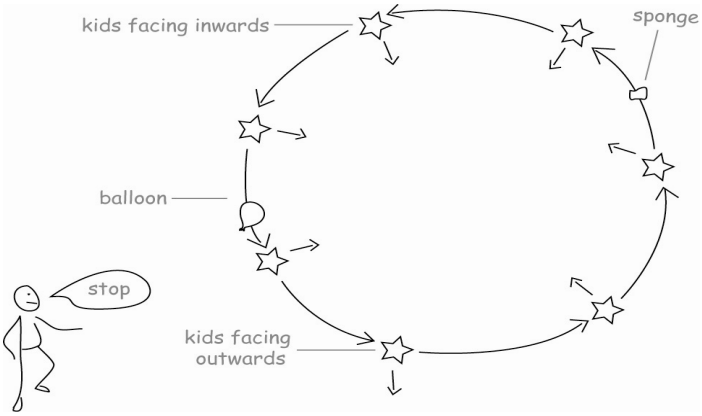
How To Play

1. Divide the children into groups of 6-10.
2. Ask each group to sit in a circle.
3. Ask the children to name some examples of viruses.
4. Give two water balloons and one sponge to each group.
5. Tell the children "The balloons represent a virus and the sponge represents the medicine."
6. Explain and demonstrate that:
   - When the game begins, the children should start passing the balloons and sponge quickly around the circle in a clockwise direction.
   - When you say "Stop," the children holding the balloons must turn around and face the outside of the circle.
   - The game continues with some children sitting facing inside the circle and some facing outside.
   - The children facing outside the circle can turn to face inward if they get the sponge the next time you say "Stop."
   - If children facing outside the circle get the water balloon again, they will be asked a health question. (See sample health questions on p. G431.)
   - If a water balloon bursts (or the ball is dropped), the child who was holding it will also be asked a health question.
   - The children can ask for help from the other players to answer the question.
   - If children answer correctly the game continues. If the children answer incorrectly, the child holding the balloon must perform a challenge decided by you (for example, hop up and down on one foot, twirl around and touch your toes, etc.). The child can return to the group after performing.

⚠ Make sure that children are asked to perform tasks that are achievable and not embarrassing.

7. Be sure that you have extra balloons ready to replace any balloons that burst.

VIRUS PROTECTION CONTINUED



Watch For

- Do children know the answers to the health questions you are asking?
- Are children passing the balloons calmly and supporting each other in answering the questions?

Discussion

Reflect

- When you were holding a balloon (meaning you had contracted a virus), what could you do to feel safe again?
- What can you do in this game to have a better chance at answering the questions correctly? Were there any questions that were really easy? Really difficult? Why?

Connect

- Have any of you ever had a virus before? How did it feel?

Apply

- Who can you go to outside of this group if you have questions about your health and you don't know the answers?
- Where can you find medicine in our community if you get sick with a virus?

Variations

- Increase the difficulty of the questions you ask.
- Give each group more balloons.

Inclusion

- Refer to pp. G7-G11.

FACT SHEET – SAMPLE HEALTH QUESTIONS

Here are some sample health questions and possible answers.

Question: Name one kind of vaccine.

Answer: Measles, Mumps, Rubella, Tetanus, Hepatitis A, B and C, Influenza (Flu), Polio, Varicella (Chickenpox), Smallpox, Tuberculosis.

Question: Name one reason why second-hand smoke is bad for you.

Answer: Damages the lungs; causes respiratory infections; damages the ears; causes ear infections or loss of hearing; causes birth defects in unborn babies; raises the risk for Sudden Infant Death Syndrome; can lead to serious illnesses like cancer, heart disease and stroke.

Question: Name one symptom of the flu.

Answer: Fever, cough, feeling tired.

Question: Why is it important to eat healthy foods?

Answer: A good diet is important for good health. A healthy and balanced diet can help keep your body strong and healthy as you grow. A healthy and balanced diet can also prevent you from being sick.

Question: What is one thing you should you do if you get a nosebleed?

Answer: Don't lie down. Sit up or stand; catch the blood with a tissue or cloth; tip head forward; pinch the soft part of your nose (below the bony part); breathe through your mouth.

Question: When should you wash your hands?

Answer: After playing outside, before you eat or touch food, after going to the bathroom, after visiting a sick friend or family member.

Question: Name one symptom of tuberculosis.

Answer: Weight loss; no appetite; chills; fever; weakness; bad cough.

Question: Name 3 healthy foods.

Answer: Fruit, vegetables, meat, rice.

Question: How do you get a vaccine?

Answer: Through a needle.

Question: When should you go to the doctor?

Answer: For regular yearly checkup; when you are sick; when you are injured.

Information from www.kidshealth.org

Suggested Sample Plan
Year One (2015-2016)

Week	Session	Ball	Key Learning	Suggested Activity
1	1		To develop a fun in a sense of interactive way	Circle Up
	2	Getting	To start the participation and set ground rules	Ground Rules Game
2	3	Red Ball	To develop concentration and attention skills	Secret Director
	4	Red Ball	To develop concentration and attention skills	Throw and Duck
3	5	Black Ball	To develop fitness and motor skills for large and small movements	Cone Relay
	6	Green Ball	To gain knowledge and learn strategies to ensure good nutrition and hygiene	The Choice is yours
4	7	Yellow Ball	To develop self-expression and creativity	Say It Without
	8	Blue Ball-GE	To develop a deeper understanding of the effects of gender discrimination	Barking dog
5	9	Blue Ball	To develop communication skills and respect for others	Team Trust
	10	Blue Ball	To develop cooperative & communication skills. To develop empathy for others.	Line ups
6	11	Red Ball	To develop memory and concentration skills	Count It Up
	12	Yellow Ball	To develop self-esteem and self-confidence	Dogs and Cats
7	13	Yellow Ball	To develop self-esteem and self-confidence	Student Crossing
	14	Blue Ball	To develop communication skills and respect for others	The Zipper
8	15	Blue Ball-CP	To understand the effects of bullying and how to deal with it.	Avoiding the bully
	16	Blue Ball	To develop communication skills and respect for others	Building Confidence
9	17	Yellow Ball	To develop an ability to cope with negative emotions	Child In The Middle
	18	Blue Ball	To develop cooperative and team skills	Over and Under
10	19	Green Ball	To gain knowledge and learn strategies to ensure good hygiene	Infection Protection
	20	Black Ball	To develop fitness and motor skills for large & small motor movements.	Circle Pass Relay
11	21	Yellow Ball	To develop a sense of hope and optimism	Hope Is In The Air
	22	Blue Ball	To develop the ability to cooperate with others	Hand Squeeze Race
12	23	Red Ball	To develop memory and concentration skills	Think Quick
	24	Yellow Ball	To develop the ability to cope with negative emotions.	Scrabble Dash
13	25	Blue Ball	To develop cooperative and team skills. To develop good relationships with friends and empathy for others.	Elbow Tag
	26	Blue Ball	To develop leadership, cooperative & team skills.	Catch the dragon's
14	27	Yellow Ball	To develop self-expression and creativity. To develop self-esteem and self-confidence.	Orientation square

	28	Blue Ball	To develop respect for the similarities and difference of people. To develop leadership skills. To develop empathy for others	Blindfolded partner running
15	29	Red Ball	To develop concentration, attention and organizational skills.	Circle Chase
	30	Yellow Ball	To develop sense of security.	Spider
16	31	Green Ball	To gain knowledge & learn strategies to avoid illness and diseases that can be prevented.	Cover, Cover, Cough
	32	Yellow Ball	To develop an ability to cope with negative emotions.	Throwing anger and
17	33	Black Ball	To develop motor skills for large and small movements	Down Down Down
	34	Blue Ball	To develop the capacity to lead others.	Leading the pack
18	35	Yellow Ball	To develop motivation to be an agent of positive change.	Safety Circle
	36	Red Ball	To develop organizational and numeracy skills	Clock Pointer
19	37	Yellow Ball	To develop an ability to cope with and manage emotions.	Stress shaker
	38	Blue Ball	To develop skills for communicating with others.	Sheet Volleyball
20	39	Green Ball	To gain knowledge & learn strategies to avoid and treat illness, pains and diseases that can be prevented.	Doctor Dodge ball
	40	Blue Ball-GE	To promote tolerance among children. To show how stereotype create discrimination.	Agree or disagree
21	41	Black Ball	To develop motor skills for large and small movements. To develop respect for human body.	Flamingo Ball Relay
	42	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions	Stretch It!
22	43	Blue Ball	To develop the ability to cooperate with others.	Call Ball
	44	Red Ball	To develop organizational skills and strategic thinking	Hoop Ball
23	45	Blue Ball	To develop skills for communicating with others.	Chain Reaction
	46	Blue Ball	To develop skills for communication with others	Active listening
24	47	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions	Looking In
	48	Blue Ball-CP	To become more familiar with selected girls specific rights	Run for your rights
25	49	Yellow Ball	To develop an ability to cope with and manage emotions.	Guard Ball
	50	Blue Ball	To develop awareness of one's personal qualities, values and perceptions (in terms of VAWG)	Bucket ball
26	51	Yellow Ball	To develop the ability to cope with and manage emotions	Pressure Ball
	52	Blue Ball	To promote inclusion	Stigma Attack
27	53	Blue Ball-GE	To develop an awareness of different ways conflict can be resolved	Protect the Treasure
	54	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions (in terms of VAWG)	Question Bag

28	55	Blue Ball	To promote inclusion	Seated Volleyball
	56	Blue Ball	To develop motivation to be an agent of positive change	Dogs & Cats
29	57	Blue Ball	To develop the ability to negotiate solutions	Human Knot
	58	Blue Ball-GE	To understand and challenge gender stereotypes in relation to emotional traits and emotions.	Emotions on the run
30	59	Yellow Ball	To develop the ability to cope with and manage emotions	I feel
	60	Blue Ball	To celebrate diversity and community strengths	Web of strength

Suggested Activity Sheet
Year Two (2017-2018)

1	1	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions.	Roles People Play
	2	Red Ball	To develop concentration and memory skills.	500
2	3	Blue Ball	To develop motivation to be an agent of positive change	One of us, all of us
	4	Yellow Ball	To develop the ability to cope with and manage emotions.	Pantomime
3	5	Blue Ball	To develop cooperative and team skills.	Seven Bottles
	6	Yellow Ball	To develop self-esteem, self-expression and self-confidence.	Tossing for
4	7	Yellow Ball	To develop language to label and describe emotions.	Happy Harish
	8	Blue Ball	To develop motivation to be an agent of positive change.	GIS Ball
5	9	Blue Ball	To develop cooperative, communication & team skills.	Four Goal Football
	10	Yellow Ball	To develop self-expression and creativity. To develop the ability to have fun and experience happiness.	Action Relay
6	11	Blue Ball	To develop cooperative and team skills.	The ball is free
	12	Black Ball	To develop fitness and motor skills for large & small motor movements.	Beanbag Bowling
7	13	Blue Ball	To understand the effects of bullying and how to deal with it.	Avoiding the bully
	14	Yellow Ball	To develop the ability to cope with negative emotions.	Gathering Relay
8	15	Blue Ball	To develop cooperative, communicative and team skills.	One legged challenge
	16	Yellow Ball	To develop an ability to have fun and experience happiness. To develop a sense of humor. To develop self-expression and creativity.	Court Jester
9	17	Blue Ball	To develop skills for communicating with others	Face to face
	18	Yellow Ball	To develop an ability to cope with negative emotions.	Child in the middle
10	19	Blue Ball-GE	To develop an understanding of how knowing about differences and similarities can help to resolve conflicts.	Same but different
	20	Yellow Ball	To develop an ability to cope with negative emotions.	Throwing anger &
11	21	Blue ball	To promote inclusion.	Knock down
	22	Green Ball	To gain knowledge & learn strategies to avoid illness and diseases that can be prevented.	Virus Protection
12	23	Blue	To develop the ability to negotiate solutions.	Frantic

	24	Red	To develop concentration and memory skills.	Star Relay
13	25	Blue Ball-CP	To recognize that all children have rights.	Who has rights
	26	Red Ball	To develop concentration & attention skills.	Rock, Paper, Scissors,
14	27	Yellow Ball	To develop self-esteem and self-confidence	Dogs and Cats
	28	Blue Ball	To develop cooperative, communicative and team skills.	Body Spelling
15	29	Blue Ball	To develop cooperative skills. To develop trust in others.	Captain Trust
	30	Yellow Ball	To develop the ability to cope with negative emotions.	Scrabble Dash
16	31	Blue Ball-CP	To understand the negative impact bullying has on children and the actions they can take to prevent or deal with it.	Bullying role play
	32	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions	Looking In
17	33	Blue Ball	To develop the capacity to lead others.	Hopes & Dreams
	34	Blue Ball	To develop skills for communicating with others.	Activity
18	35	Yellow Ball	To develop an ability to cope with and manage emotions.	Stress shaker
	36	Black Ball	To develop motor skills for large and small movements	Down Down Down
19	37	Blue Ball	To develop communicative, cooperative and team skills.	Moon ball
	38	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions	Stretch It!
20	39	Blue Ball-CP	To identify examples of peer pressure bullying behavior and demonstrate how to	Saying "NO"
	40	Yellow Ball	To develop the ability to cope with and manage emotions	Pressure Ball
21	41	Blue Ball	To develop the ability to negotiate solutions.	Rock Reaction
	42	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions (in	Question Bag
22	43	Green Ball	To gain knowledge and learn strategies needed to make regular healthy choices;	Addiction Tag
	44	Blue Ball	To develop awareness of one's personal qualities, values and perceptions (in	Bucket ball
23	45	Red Ball	To develop memory and concentration skills	Think Quick
	46	Blue Ball	To develop communication skills and respect for others	Team Trust
24	47	Yellow Ball	To develop sense of security.	Spider
	48	Green Ball	To gain knowledge and learn strategies needed to make regular healthy choices; to avoid illness and diseases that can be prevented; to understand the impact of making unhealthy choices.	Cold Toss
25	49	Blue Ball-CP	To understand the concept of selecting appropriate people to trust. To identify networks and relationships that will help children to protect their rights.	Safety Nets
	50	Green Ball	To gain knowledge and learn strategies to avoid and treat illness and disease that can be prevented.	Diarrhea Knockdown
26	51	Blue Ball	To develop the ability to cooperate with others.	Cooperation
	52	Green Ball	To gain knowledge and learn strategies to avoid pain that can be prevented.	Injury Prevention

27	53	Green Ball	To gain knowledge and learn strategies to avoid and treat diseases that is preventable.	Get the medicine
	54	Green Ball	To gain knowledge and learn strategies to avoid illness and pain.	Trouble in the tummy
28	55	Red Ball	To develop organizational skills and strategic thinking.	Batter Ball
	56	Green Ball	To gain knowledge and learn strategies to avoid and treat diseases that can be prevented.	High Fever Alert
29	57	Blue Ball	To develop the ability to negotiate solutions.	Flip the blanket
	58	Blue Ball-GE	To deepen understanding of the importance of gender equality	Hope is in the air
30	59	Blue Ball-CP	To better understand the rights of protection as listed in the CRC	Protector dodge ball
	60	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions	Looking In
31	61	Green Ball	To gain knowledge and learn strategies to treat pains and protect well-being	Go with the flow
	62	Blue Ball-CP	To become more familiar with selected rights from the CRC.	Ladder of children's
32	63	Blue Ball	To understand the effects of bullying and how to deal with it.	Avoiding the bully
	64	Yellow Ball	To develop awareness of one's personal qualities, values and perceptions	Looking in