

Playworks Class Game Time Lesson Plan - IN PERSON

Lesson focus: Leadership

Time	Activity	Facilitation Notes	Debrief	Transition
5-8 m	The Big Cheese	See video.	In today's CGT, we're going to practice leadership. Who was a leader in this game? Who are some other leaders we know? What are some things that leaders do?	Divide students into two lines. <i>optional grouping technique:</i> have them find a partner and play rock paper scissors, those who are successful will form one line, those who are not will form the other.
10-15 m	Giants, Wizards, Elves	<p>There are three movements to choose from - giants (arms straight up), wizards (arms stretched out front and fingers wiggling), or elves (crouched down). Show these and have students practice with you, repeating the names of the movements.</p> <p>The game is played like team rock paper scissors - allow teams to huddle and decide on a 1st choice movement and a 2nd choice movement. They must ALL agree on the choices. Once they have decided, bring the lines back to face one another.</p> <p>On your count, both teams will show AND say their 1st choice (ex. crouch down AND yell "elves!"). In this game, giants beat wizards, wizards beat elves, and elves beat giants. Whichever team loses will turn around and run to a designated line behind them, the winning team will try to tag them (if there is a tie, move onto their second choice). Both teams will then return to the starting position and any player who was tagged before reaching the sideline will join the winning team. They will then regroup and come up with their next two choices. Play a few rounds.</p>	How did it go when you were all trying to agree on the same movements? Was there any disagreement? If so, how did you figure it out? Does anyone feel like they stepped up and became a leader in this game? If so, how did you help lead your team?	Have students high-5 or elbow-5 two people from the opposite team and then form one line.
5-10 m	Line of Silence	You will give students an order to line up in (shortest to tallest, birthday, darkest to lightest hair, etc.) but they must remain silent and only communicate nonverbally. In this version, grant 1 or 2 students the ability to talk. Play 2 or 3 rounds, assigning a new speaker each round.	Ask students who got the chance to speak - how did it feel to have that responsibility? How did you handle it? Did you get frustrated? Did you feel important or empowered?	Students are lined up and ready to go inside!
2 m	Closing debrief	Remind students that they are the leaders for younger students in their school, and that they have the power to be good role models and to influence younger kids in a good way, by doing the right thing and being kind and helpful.		

Thoughts for next time:

Playworks Class Game Time Lesson Plan - **VIRTUAL**

Lesson focus: Leadership

Time	Activity	Facilitation Notes	Debrief	Transition
5 m	The Big Cheese	<i>optional - if time permits.</i> See video. Play 1-2 rounds.	Today we're going to practice leadership. Who was a leader in this game? Who are some other leaders we know? What are some things that leaders do?	
10-15 m	Student-led game of choice	Choose a student to lead a game of choice. Remind them to say the name of the game and try to explain the rules in 60 seconds (it should be a game that everyone has played before, not brand new). Allow them to facilitate the rounds, choose volunteers, etc. Repeat for as many rounds as time allows.	Ask students who got the chance to lead a game - how did it feel to have that responsibility? How did you handle it? Did you get frustrated? Did you feel important or empowered? Ask everyone - what are some other ways we can be leaders other than leading games? Ask for examples relating to the school day and home life.	
2 m	Closing debrief	Remind students that they are the leaders for younger students in their school, and that they have the power to be good role models and to influence younger kids in a good way, by doing the right thing and being kind and helpful.		

Thoughts for next time: