



PLAYWORKS

## The Power of Play

### 3-Hour Training-of-Trainer Outline

#### Outcomes

Participants will be able to:

- Understand foundational games and strategies for implementing safe and healthy play
- Verbalize how play contributes to youth development
- Identify and utilize strategies to facilitate successful trainings

Time	Section	Section Content	Equipment
10 min	Quick Introduction	<p>Set an inviting tone at the beginning and very briefly talk about some key concepts in the training.</p> <ul style="list-style-type: none"> <li>● Use Attention Getter to get everyone's attention</li> <li>● Introduce Trainer(s) by name</li> <li>● Introduce Training: You are attending the Power of Play training where you will learn about strategies for play. You are also here to learn how to train your own staff in this content, which we will talk about a bit later.</li> </ul>	<ul style="list-style-type: none"> <li>● POP packets</li> <li>● TOT workbook</li> </ul>
15 min	Warm up and Discussion	<p><b>Opening:</b> We're going to jump right into things with a game, and the name of the game is Partner to Partner. What's it called? <i>Participants respond: "Partner to Partner"</i>.</p> <p><b>Play <a href="#">Partner to Partner</a> with questions</b></p> <ul style="list-style-type: none"> <li>● Double high five partner: recess-related question (e.g. best thing/most challenging thing happening at recess)</li> <li>● Booty bump partner: play-related question (e.g. favorite game when you were a child)</li> <li>● Secret handshake partner: make up a handshake</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>● Circle up</li> <li>● Ask people to share out answers to the questions</li> </ul>	<ul style="list-style-type: none"> <li>● Cones</li> </ul>

		<ul style="list-style-type: none"> <li>• What did you notice and how did you feel when playing?</li> <li>• Why did we start with this activity?</li> <li>• When could you use with your students?</li> </ul> <p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>• Builds community</li> <li>• Allows a group to get to know each other</li> <li>• Helps a group feel comfortable around each other</li> </ul> <p><b>Step Back</b></p> <ul style="list-style-type: none"> <li>• What are some things you noticed about this activity?</li> <li>• What was the trainer’s role in the activity?</li> <li>• What was the participant’s role in the activity?</li> </ul> <p><b>Closing:</b> Now that we’ve gotten our first game underway, we’re going to talk some more about why we’re here, playing games and having fun.</p>	
15 min	Long Introduction	<p><b>Opening:</b> How many of us have heard of Playworks before? Great! We’re going to go over a brief history of Playworks and what brings us here today.</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• If participants are not already seated and/or gathered in front of the posters, facilitate a transition activity to posters</li> <li>• Brief Playworks history and Trainer(s) introduction using “self, us, now” framework</li> <li>• Role of this training in training-of-trainers week with BGCA-Playworks partnership</li> <li>• Review the posters</li> <li>• Talk about training logistics (times, bathrooms, lunch time, breaks, etc.)</li> </ul> <p><b>Closing:</b> Are there any questions, comments, or thoughts about any of that so far?</p>	<ul style="list-style-type: none"> <li>• Posters: Core Values, Community Promise, Outcomes, Agenda, Garden</li> </ul>
25 min	Readiness Games	<p><b>Opening:</b> Now that we’ve covered the logistics of the training, we’re going to kick things off with some games. But before we do, I want us to pay attention to what I’m asking us to do before, during, and after the games. We’ll come back to this as we wrap up this section. <i>Transition to Shipwreck via Sequence Touch.</i></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Sequence Touch</a></li> <li>• <a href="#">Shipwreck</a></li> <li>• <a href="#">Whistle Mixer</a> (if time)</li> </ul>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Whistle</li> </ul>

*After Shipwreck:* Okay, let's circle back up in 5 (clap clap), 4 (clap clap)...*and so on.* What was the name of the game we just played? (Shipwreck) Can somebody tell me something you noticed about the game via a hand on your head if you're willing to share? (take 1-2 answers)

**Debrief**

- What were the main skills practiced in game?
- What was important about the way we moved into the game? *Looking for comments on the transition*
- How did we get into groups? Is this similar to, or different from, typical grouping at recess? *Looking for comments on using grouping games and having no captains*
- Before, during, and after the game, how did I facilitate focus on the activities at hand? And how did I instruct us when it was time to start and to stop? *Looking for comments on using signals and attention getters*
- How can we modify the game and/or instructions for younger students? For older students?

**Key Concepts (reiterate and/or mention if not addressed during debrief)**

- Grouping without captains: grouping occurs intentionally by facilitator and without use of game "captains" which are common during the startup of recess games, and can promote exclusionary and/or other harmful behaviors
- Signals and attention getters: signals are used to stop or start an action, while attention getters are used to focus attention. We'll discuss these more in Group Management 1 training.
- Transitions are planned, intentional, and engaging ways of moving from one activity or space to another. We'll discuss transitions more in Group Management 1 training.

**Step back with double high five partner**

- What specific sequence of events do you notice so far in each activity and each section of our training?
- As a trainer, what do you do to help the learner notice and understand key concepts?
- Come back to circle and share reflections

**Closing:** As we round out this section on readiness games, I want us to carry this

		awareness of our own readiness (or lack of!) throughout the training. During the rest of our time together, we can be practicing awareness of ourselves in terms of our feeling ready and focused for the activity at hand.	
25 min	Tag Games	<p><b>Opening:</b> Now we're going to talk about something that can a super charged topic for some people who work with kids: tag! When you think of tag games, what do you see, hear, or feel? <i>Take participant responses in a stacking format.</i> Wonderful, thanks so much for sharing all those responses. Before we dig in to playing some tag games, we're going to talk about "Safe Tags".</p> <p><b>Teach "Safe Tag"</b></p> <ul style="list-style-type: none"> <li>• Light touch, like a butterfly wings, on the shoulder, upper arm or upper back.</li> <li>• Unsafe tags: hard contact that might cause the person being tagged to fall.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Watch Your Back Tag</a></li> <li>• <a href="#">Band-Aid Tag</a></li> <li>• <a href="#">Sharks and Minnows</a></li> <li>• <a href="#">Triangle Tag</a></li> </ul> <p><b>Debrief tag games after teaching all the games</b></p> <ul style="list-style-type: none"> <li>• What are these tag games good for? <i>Look for comments related to energy release, large group of students playing at once</i></li> <li>• What skill(s) did we practice with these games? <i>Look for comments about learning personal boundaries and respectful touching</i></li> <li>• Let's problem solve for a minute. If we were at recess or playing a game and a student or students were struggling with safe tagging, what would you do?</li> </ul> <p><b>Key concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>• Respectful touching - students are taught safe tagging at the beginning of the game</li> <li>• Energy release - playing tag and other large group games helps students to release energy before the second half of the day, helping them return to class more focused and alert</li> <li>• Large group of youth playing at once - tag games are great for engaging lots of students at a time and promoting inclusion through play</li> </ul> <p><b>Step back with individual reflection (stay in place), then large share out</b></p>	<ul style="list-style-type: none"> <li>• Cones</li> </ul>

		<ul style="list-style-type: none"> <li>As a trainer, how would you go about helping your learners feel equipped, empowered, and inspired to take what you are training them in back out into their own world?</li> </ul> <p><b>Closing:</b> Hopefully practicing safe tagging and learning some new tag games will help us to empower our students with safer ways of playing tag. Remember that it's not always easy to change the culture of games overnight, so start small, especially with games like tag that are often embedded into the recess culture of a school or program - for better or worse.</p>	
<p>30 min</p>	<p>Cooperative games and core recess games</p>	<p><b>Opening:</b> Now we're going to move into talking about cooperative games and core recess games. In these games, I want us to be thinking about the similarities and differences between the two categories of games: cooperative and core games.</p> <p><b>Cooperative Games</b></p> <ul style="list-style-type: none"> <li><a href="#">Wolves and Bunnies</a></li> <li><a href="#">Evolution</a></li> <li><a href="#">One Fish, Two Fish, Red Fish, Blue Fish</a></li> </ul> <p><b>Core Recess Games</b></p> <ul style="list-style-type: none"> <li>Before starting games, introduce high-5's and "good job, nice try" for when players recycle out of games, and using ro sham bo to solve conflicts related to recess and game play.</li> <li><a href="#">Switch</a></li> <li><a href="#">Foursquare</a></li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>What did you notice about the cooperative games? <i>Look for comments on communication within the game, having student leaders lead parts of the game and rotate leadership throughout</i></li> <li>What did you notice about the core games? <i>Look for comments on using high-5's, ro sham bo, being rotational and/or student-led, and that they are quick and easy to jump in and out of.</i></li> </ul> <p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b> Cooperative games</p> <ul style="list-style-type: none"> <li>Communication is key for the cooperative games, where specific instructions have</li> </ul>	<p><b>Cooperative Games</b></p> <ul style="list-style-type: none"> <li>Cones</li> <li>Two Gator Skin Balls</li> <li>Bean Bag</li> </ul> <p><b>Core Games</b></p> <ul style="list-style-type: none"> <li>Floor tape</li> <li>Playground balls</li> </ul>

		<p>to be given so that students know how to play (for example, students have to listen for the end of “One fish, two fish, red fish, blue fish” in order to know when to freeze).</p> <ul style="list-style-type: none"> <li>● Student leadership is an important part of these games, where kids will have the opportunity to lead parts of the game.</li> </ul> <p>Core games</p> <ul style="list-style-type: none"> <li>● Positive language and high-5’s are important for making recess a positive place.</li> <li>● Ro sham bo helps to easily solve minor recess and play conflicts.</li> <li>● Quick and easy games help students to learn quickly and jump in and out of games.</li> <li>● Rotational and student-led games allow adults to more easily circulate and supervise.</li> </ul> <p><b>Closing:</b> We’ve come to the end of the main components of safe and healthy play at recess, and now I want us to transition to thinking about the “why” of all these fun games we’ve learned and talked about.</p>	
<p>15 min</p>	<p>Benefits of Play</p>	<p><b>Opening:</b> We’ve just experienced a bunch of fun new games and we’re about to think through the benefits of play with a small group. Each group will brainstorm as many benefits of play as possible within the category in front of their row.</p> <p><b>Benefits Relay</b></p> <ul style="list-style-type: none"> <li>● Break the group into 4 teams and assign each team a benefit category.</li> <li>● Use sticky notes or have participants write directly on the benefits posters.</li> <li>● Run a relay race with participants putting the benefits on the posters.</li> <li>● Have a volunteer from each group share out the brainstormed ideas, one group at a time.</li> <li>● Wrap up with concluding comments about benefits.</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>● What do we notice about these four areas? How do each of these areas contribute to healthy youth development?</li> </ul> <p><b>Key Concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>● Play creates opportunities to develop the whole child</li> </ul> <p><b>Closing:</b> We could probably come up with ten more posters in each of these areas with benefits of play. But I want us to now consider barriers to safe and healthy play - or, why</p>	<ul style="list-style-type: none"> <li>● Benefits Posters</li> <li>● Cones</li> <li>● Sticky Notes</li> <li>● Markers</li> </ul>

		it is that some kids don't have easy access to all of these benefits of play.	
20 min	Barriers to Play	<p><b>Opening:</b> Let's do a brainstorm all together to start. What global or large-scale barriers to safe and healthy play do youth experience? <i>Take participant responses by stacking.</i> Now I'm going to organize us into groups and we'll take about 10 minutes in these groups and then come back together to share out.</p> <p><b>Barriers Discussion</b></p> <ul style="list-style-type: none"> <li>• In groups: What barriers to physical activity and play do youth face? Start global and end specific to site.</li> <li>• Encourage participants to think about diversity of barriers to play (i.e. gender, access, competition, language, technology).</li> <li>• After ten minutes, bring the group back together and have a volunteer from each group share out a summary or a few key points from discussion.</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>• How did it feel to think through these barriers?</li> <li>• Did any of these barriers impact us personally as children - or as adults?</li> <li>• Coming away from this conversation, can I have a couple of people share out thoughts or feelings on what it means to be a caring consistent adult in light of these real barriers?</li> </ul> <p><b>Key concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"> <li>• Many diverse barriers to play exist</li> <li>• Barriers to safe and healthy play do exist in our homes, neighborhoods, schools, and cities. As caring consistent adults, we can facilitate safe and healthy play in the context we are able to, in order to allow a space for the kids we work with to flourish.</li> </ul> <p><b>Step back</b></p> <ul style="list-style-type: none"> <li>• As a trainer, how would you incorporate your personal experience, observations, or convictions, about the barriers to safe and healthy play? This is a great section to help build relatability from trainer to trainee.</li> </ul> <p><b>Closing:</b> While we can't deny the existence of barriers to safe and healthy play, we can play a part in being a caring consistent adult for kids to bridge some of those barriers.</p>	
20 min	Best practices for healthy play	<p><b>Opening:</b> In this last bit of time for our training, we're going to talk about some best practices for safe and healthy play. Hopefully the training so far has been a solid</p>	<ul style="list-style-type: none"> <li>• Best Practices for Healthy Play</li> </ul>

		<p>foundation to give us some ideas on how to move forward, and we'll ask those of you who already have ideas to share out too.</p> <p><b>Poster activity</b></p> <ul style="list-style-type: none"><li>● In small group conversations, discuss each best practice (based on the poster) with: a) examples learned from training and b) have participants express how each practice will be carried out at their site.</li></ul> <p><b>Debrief (all together - ask a volunteer to take notes on the poster)</b></p> <ul style="list-style-type: none"><li>● A (Adult Participation): What does caring, consistent adult participation look like?</li><li>● E (Environment Built on Core Values): What does an environment built on core values help to do or accomplish? What steps will you use to promote the core values of your school/organization?</li><li>● I (Interventions): What might adult interventions look like in your school/organization?</li><li>● O (Options &amp; Opportunities): What are some options you can provide youth within your program that involve games and activities? What opportunities can you present youth that encourage leadership?</li><li>● U (Useful Tools): What are some useful tools you've acquired so far to strengthen your facilitation of games and/or recess?</li></ul> <p><b>Key concepts (reiterate and/or mention if not addressed during debrief)</b></p> <ul style="list-style-type: none"><li>● Best practices for healthy play examples given from training content.</li><li>● Call to action based on training and trainer personal preference.<ul style="list-style-type: none"><li>○ Example: "Now that we're coming to the end of our Power of Play training, I want us to think through everything we've done and talked about today. We've gotten back to the heart of play and talked through the barriers to play. And with this information, I hope that each of us sees our potential as caring, consistent adults to go back into our homes, schools, and communities to make a meaningful impact with these strategies and tools, and most of all, with our care for making play a space that is safe and healthy for all the kids we influence to enjoy."</li></ul></li></ul> <p><b>Step back</b></p> <ul style="list-style-type: none"><li>● How would you craft your own call to action to wrap up this section and the training on an actionable, positive note?</li></ul>	<p>Poster</p>
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		<p><b>Closing:</b> Thank you all for sharing your thoughts on how to apply these best practices to your own contexts. I'll be excited to hear from you about what goes well. And remember, small steps are the best way to start making a difference.</p>	
10 min	Closing	<p><b>Opening:</b> <i>Circle group back up to conclude training.</i> We've reached the end of our Power of Play training! Let's round out our time by doing a quick whip of our takeaways, and then I'll talk about next steps and we'll finish with one last game.</p> <ul style="list-style-type: none"> <li>● Quick whip: What is one thing you will do tomorrow based on what you learned today?</li> <li>● Next steps: lunch break, afternoon agenda</li> <li>● Closing Activity: RPS Rockstar</li> <li>● Evaluations (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluations (if relevant)</li> </ul>