

TEACHER
RESOURCE

PLAY YOUR PART.

CLASSROOM

JUNIOR LEADER
TRAINING GUIDE

RIGHT
TOPLAY

Canada

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WELCOME TO THE JUNIOR LEADER TRAINING SESSION GUIDE FOR EDUCATORS!

This handbook will guide you through everything you need to know and every step you need to take to train your students as Right To Play Junior Leaders. Once trained, your students will be equipped with the knowledge and skills they need to run Right To Play's educational games for their peers and help lead your school in the Play Your Part Challenge.

As a teacher, the prospect of leading a group of students through activities probably doesn't frighten you; however, building leadership skills through play and creating a safe space for all students to challenge themselves may still take a little pre-planning.

FACILITATING VS. TEACHING

What is the difference between facilitating and teaching? This is an important question to think about as you begin to prepare for your Junior Leader Training Session. As we see it, the three primary differences between teaching and facilitating are as follows:

1. TEACHER AS PARTICIPANT

You will notice as you read through this guide that the training session depends on you, the facilitating teacher, participating in full. This means not only helping to guide games and discussions and taking steps to ensure students are participating, but also getting silly, playing along, and living the experience with your students.

2. TEACHER AS CO-LEARNER

In a traditional teacher/student relationship, the teacher is thought of as the authority, tasked with imparting wisdom, information, and knowledge to the student. Facilitation, however, requires a move away from providing answers, towards a process of asking questions. An effective facilitator brings out and fosters the wisdom of individuals in the group. As a Right To Play facilitator, it will be your task to learn along with your students as they explore the Right To Play games, identify challenges associated with leading, and seek to reflect on, connect with, and apply the lessons learned through this process.

3. TEACHER AS GUIDE

Facilitation involves helping students discover by themselves. As the facilitator for this Junior Leader Training Session, you are responsible for: providing a structured environment for learning; intervening if the discussion starts to fragment or become unhelpful; identifying and intervening in disruptive or unsafe behaviour; ensuring everyone is included; and summarizing discussions and conversations to emphasize learning outcomes.



TIPS AND TRICKS

As the host and facilitator of the training, your goal is to engage students from the outset by creating a space that is safe enough for them to push their limits, try new things and speak their minds.

MODEL RIGHT TO PLAY ATTITUDES AND VALUES

This simply means you should be ready to laugh, have fun and make everyone in the room feel included. As a teacher, it may be challenging to adapt to the role of facilitator, but try to:

- Allow students to make a fresh start and demonstrate a different side of themselves;
- Create a safe space for students to share and participate; and
- Play along!

DON'T SWEAT THE SMALL STUFF

Just like in the classroom, things may not go as planned during the session. That's OK! Setbacks and missteps provide an excellent opportunity to model flexibility and resilience. They also allow you to demonstrate how your students can deal with challenges that arise when they are leading games in their role as Junior Leaders. Throughout the leadership training, we encourage you to model:

- How to adapt to challenges;
- How to be flexible – for example, how to make a change, respond, or alter your course when something isn't working; and
- How to keep things fun and positive.





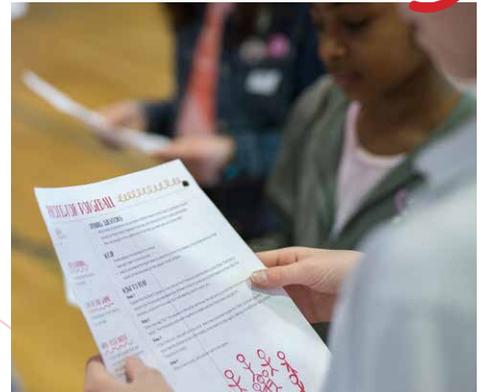
SETUP

To run your Junior Leader Training Session, you will need a large, open space, such as a full or half gym, cafeteria, or field or court outside.

During the Training Session, students will be learning how to lead Right To Play games from the [Play Your Part Games Manual](#). We recommend using *Barking Dog* (p.21) as your introductory game, and *Evens and Odds* (p.11), *Seated Volleyball* (p.19), *Cover, Cover, Cough* (p.29), and *Protector Dodgeball* (p.37) for the student-led games. The “Materials Required” list below reflects our recommendation; however, feel free to use any combination of games from the Games Manual for your training session, depending on the available equipment and your students’ interests.

MATERIALS REQUIRED

- 1 copy of *Barking Dog* for each student
 - Pylons or cones if there are no lines available
- 1 copy of *Evens and Odds* for a quarter of your students
 - 10 sheets of paper with age-appropriate mental math problems resulting in 5 even and 5 odd numbers
- 1 copy of *Seated Volleyball* for a quarter of your students
 - 3 beach balls or light balls, or, if none are available, volleyballs
- 1 copy of *Cover, Cover, Cough* for a quarter of your students
- 1 copy of *Protector Dodgeball* for a quarter of your students
 - 4 soft dodgeballs
- Sticky notes
- Flip chart
- Action Plans
- Markers
- Pens
- Junior Leader Toolbox for each of your students
- [Junior Leader Certificates](#) personalized for each student



ITINERARY

Based on a half-day training session for approximately 30 students split into 4 groups.

ACTIVITY	BRIEF DESCRIPTION	DURATION
Introduction & Goals	Overview of the day, energizer and goal-setting	20 min.
Breaking Down a Right To Play Game	Play <i>Barking Dog</i> (or other game) and use it as an example to break down the format of a Right To Play game	20 min.
Prep Time for Student-led Games	Students divide into groups with their own Right To Play game, learn the game and set roles for teaching it to the other group	15 min.
Student-led Games	Student groups lead their peers through their respective game and RCA discussion; feedback from students and teacher	4 groups x 20 min. = 80 min.
Action Planning & Closing	Collectively visit key learnings and begin to plan for Play Your Part Challenge activities	15 min.

TIP: You may adjust the number of groups (and thus the number of student-led games to be played) depending on the number of total students participating in the training session. However, in order for all students to have a meaningful role while leading their game, we recommend ensuring each group has no more than 8 students.



INTRODUCTION AND GOALS (20 MINUTES)

Welcome students to the Junior Leader Training Session, and explain that the purpose of the session is to train students on how to run Right To Play’s educational games, to think about global issues, and to become Junior Leaders within their school. They will have the opportunity this year to lead these games for their peers as part of the Play Your Part Challenge.



STRETCH ZONE ENERGIZER (10 MINUTES)

Objective: To prepare students for stepping out of their comfort zone and being willing to try and learn new things.

What You Need: No equipment required.

Steps:

1. Explain to students that the purpose of the game is to identify strategies for staying “stretched” in their comfort level to maximize learning and lead effectively.
2. Create three zones in the room: **Comfort Zone**, **Stretch Zone**, and **Panic Zone**.
3. Explain what each zone represents:
 - a. **Comfort Zone** – The area where we feel most comfortable. It represents relaxation: zero stress. Here we feel completely comfortable and at ease.
 - b. **Stretch Zone** – The area where we feel stretched. It represents excitement and enthusiasm. An area that makes you feel a little nervous, but you still feel that you are going to be okay.
 - c. **Panic Zone** – The area where we feel panicked. It represents uncertainty and anxiety: a high level of stress. Here we feel afraid.
4. Explain that you are going to share a series of situations. With each situation, students will move physically into the zone that, for them, matches how they would feel in that situation.
5. Here are some situations you can share:
 - a. You have to hold a tarantula;
 - b. You have to go bungee jumping;
 - c. You have to go in front of the whole school and share an announcement;
 - d. You’re in charge of organizing a Play Day for your peers; or
 - e. Make up your own – there may be a scenario that is particularly relevant to students at your school
6. One finished playing the game, lead a discussion using the following questions:
 - a. Which of the three zones is the best for learning? Why?
 - i. Answer: the Stretch Zone, because when we’re operating in this zone it allows us to push our boundaries and learn new skills, while not feeling overwhelmed.
 - b. Why do you think it is important for leaders to be in the Stretch Zone?
 - c. 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 that you and they are not in the Panic Zone or Comfort Zone?



MY GOALS, OUR GOALS (10 MINUTES)



Objective: To outline clear goals of the training and practice sessions.

What You Need: Flip chart, sticky notes, markers, pens

Steps:

1. Explain that as the facilitator, it is your goal for every Junior Leader, when leading games and activities, to feel:
 - a. **Confident** – in their ability to plan and lead games and activities within your school; and
 - b. **Prepared** – because they've learned and had the opportunity to practice the new games and activities.
2. Explain to students that feeling confident and prepared may take some people longer than others and that each person will have a different idea of how they can get there.
3. Hand out three sticky notes to each student and tell them, "As we begin this leadership training, think about **three things that you would like to improve, practice, experience, or discuss in order to be more confident or prepared.** For example: Become more comfortable speaking in public."
4. Have students write their goals on their sticky notes and post them up on the flip chart paper at the front. Go over the collective goals as a group and determine if any are missing, then write those onto the chart paper. Tell the students that you will revisit all the goals as a group at the end of the training session.

***Purpose:** The two main objectives, Confidence and Preparation, are words that will help students understand what to expect from the training. Students should internalize the process and critically think about what they want to improve on, now that they know what their role could be. With confidence and preparation being broad terms, students are able to think for themselves about what skill developments will help them achieve these objectives. This allows them to create personal goals that they can reflect on at the end of the training.*

BREAKING DOWN A RIGHT TO PLAY GAME (20 MINUTES)

Objective: To introduce students to the basic format, structure, and goals of a Right To Play game.

What You Need: Copies of *Barking Dog* (or whatever game you are using), pylons or cones if no lines are available.

Steps:

1. Have everyone sit in a circle and hand out *Barking Dog* to participants.
2. As a group, read through the key components of the game:
 - Title of the Game
 - Ages
 - Key Learning
3. Explain that this is the lesson that will be taught during the game.
 - Goal of the Game
 - What You Need
 - Opening Questions



4. Explain why it is important to open the game with questions: to prepare participants to learn more about those questions as they play, and as they talk together after the game during the **Reflect-Connect-Apply** discussion.
 - How to Play
 - Watch For
5. Lead the game for students so they have the opportunity to play it.
6. Have students sit back down and go over the Discussion section:
 - i. Explain how Right To Play games are unique because of the **Reflect-Connect-Apply** (“RCA”) discussions at the end (refer to the Teacher’s Guide for more information about RCA).
 - ii. Explain the type of questions related to Reflect (present: questions that allow you to think about the game just played), Connect (past: questions that allow you to draw on past experiences) and Apply (future: questions that allow you to think about strategies you would use in the future / best practices).
 - iii. Strongly reinforce the notion that the game isn’t over until the discussion takes place (repeat this throughout the training session).



STUDENT-LED GAMES (15 MINUTES)

1) PREPARATION FOR STUDENT-LED GAMES

Objective: To have students learn a Right To Play game and determine how they are going to lead it for their peers.

What You Need: Copies of *Evens and Odds* & 10 sheets of paper with age-appropriate mental math problems resulting in 5 even and 5 odd numbers; copies of *Seated Volleyball* & 3 beach or other light balls, or volleyballs if others are not available; copies of *Cover, Cover, Cough*; copies of *Protector Dodgeball* & 4 soft dodgeballs.

Steps:

1. Divide students into 4 groups, with no more than 8 students per group. If you wish, you can create more groups, which will require extra games to be used from the Play Your Part Games Manual and an extra 20 minutes per game.
2. Explain that each small group will have 15 minutes to learn their game, then 15 minutes to lead their game for the rest of the group. This must include time for the RCA discussion at the end. The only rule is that each person in the group must have a role in leading the game. This can include explaining the rules, demonstrating the game, officiating the game, watching for the safety of participants, leading the RCA discussion, or anything else actively involved.

3. Ask students to take into account the following questions as they plan their game:
 - a. What do we need to play this game?
 - b. What are the rules?
 - c. Does this space work?
 - d. Is this game appropriate/safe?
 - e. Do we have to adapt it to make it work?
 - f. How will we lead this game to the group?
 - g. What role will each person play?
 - h. What are some possible answers for the RCA questions?
4. Assign one game to each group and distribute materials. Spread the groups out around the room. Tell the groups they have 15 minutes to learn and prepare to lead their game and let them begin planning. Check in with each group to ensure that every student has a role and that they are on track in their planning. Avoid providing too much direction or dictating what should be done, as the goal of the exercise is for students to figure out how to lead a game on their own.



2) STUDENT-LED GAMES (20 MINUTES PER GROUP)

Objective: To have students lead a Right To Play game and give them feedback

Steps:

1. Bring all the students back together and ask one group to go first. That group will lead the rest of the students (and you) through their game and RCA discussion.
 - a. Keep an eye out for safety issues, but try not to intervene unless absolutely necessary. If the need arises, freeze the game and ask the students what should be done differently instead of telling them, and never single any students out.
 - b. If students haven't started their RCA discussion after 10 minutes, remind them of the importance of the RCA and ask them to wrap up playing the game. If necessary, help guide the discussion with specific answers to questions.



2. After 15 minutes, conduct a 5-minute debrief with the entire group.
 - a. Ask the group leading:
 - i. What do you think went well?
 - ii. What would you do differently if you were to do it again?
 - b. Ask the group playing:
 - i. What do you think they did really well?
 - ii. What do you think they could do differently to make this game even better?
 - c. Provide any of your own supplemental input in a constructive manner, without singling out any student.
3. Repeat for each group until every group has had the opportunity to lead their game.



ACTION PLANNING AND CLOSING (15 MINUTES)

Objective: To review goals and plan for the Play Your Part Challenge.

What You Need: Sticky notes, flip chart, pens, Junior Leader Toolboxes, Action Plans, Junior Leader Certificates

Steps:

1. Bring all the students together and hand out pens and Action Plans so each student either has one or is sharing with another student.
2. RCA the Day:
 - a. **Reflect:** Ask students to talk about the activities they have learned. How does being a leader make them feel? How did play make learning easier/fun?
 - b. **Connect:** When are times in your life when you get to be a leader? Who in your life are you a role model for? When can we use play to be a leader?
 - c. **Apply:** How can we use these new skills to make an impact in our school? How can we use what we've learned to help other kids in the world?
3. Explain to students that they will be able to use the skills they learned today to plan and lead the *Play Your Part Challenge*.
 - a. The Play Your Part Challenge is the culmination of Play Your Part. Students will have the opportunity to put to use everything they learned during the training session by planning activities for the rest of the school, engaging their peers in play-based learning and becoming a collective force for change at home and around the world.

Action Planning is a great opportunity to engage others in your school community in Challenge planning. Consider inviting other teachers, student leaders or parents to join for the last 30 minutes of the day to kick start your planning. Go back to the Goals flip chart page and have each student find their sticky-note goals.

4. Refer to the Action Plans and as a group, begin to plan out your Challenge activities and the different ways students are going to play their part. Take as long as you like for this portion. Take advantage of the ideas in the Play Your Part Challenge Toolkit for this portion.
5. Ask students to think about whether each of their goals has been met during this training. If it has, great! If not, that's OK too! They will have the chance to achieve these goals as they plan for and run Challenge activities.
6. Hand out the Junior Leader Toolboxes to each student, and explain that they can write these goals, or new ones, on the top of the back page. They can also use the Toolbox to write down games and activities they have learned so they can refer to them later.
7. Hand out Junior Leader Certificates and congratulate students on becoming official Junior Leaders! They have joined a team of over 11,600 Junior Leaders all around the world in Right To Play programs.
8. Celebrate by having every student give every other student a high five!



CONGRATULATIONS ON FINISHING THE JUNIOR LEADER TRAINING SESSION WITH YOUR STUDENTS!

Now that you have your very own team of Junior Leaders at your school, you can start preparing for your Play Your Part Challenge. Make sure to visit www.playyourpartchallenge.com to get all the information and resources you'll need to run a fun, educational, and impactful Challenge at your school.

