



Press
PLAY

**A PLAYbook for Child Participation
at Amnesty International**



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This **PLAY**book belongs to:

Amnesty International would like to thank the many child and youth activists and colleagues across the globe who have contributed to writing the content of this PLAYbook and/or have participated in the different human centered design PLAYshops.

We would like to extend our heartfelt gratitude to the PLAYboard: Duaa, Rachana, Amalia, Grace and Fay we are very grateful for the expertise and personal experiences you shared as part of this journey. Additionally, we would like to acknowledge the content contributions of Louise Conway, consultant and children's philosopher, Merybell N. Reynoso, Child Participation Advisor at Amnesty, the design contributions of Bárbara Vil and the editing and review contributions of Claire Mahon, Nathaniel Baverstock, Georgia Rigg, and Alli Cockburn.

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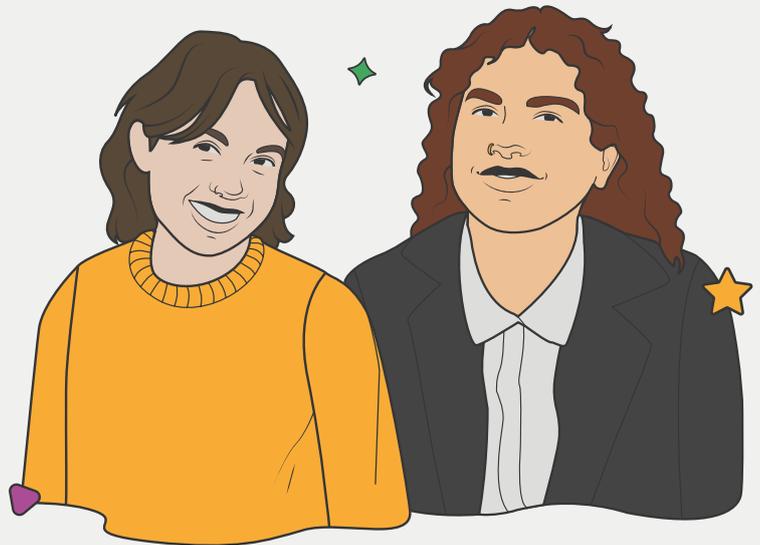
Amnesty International is a global movement of people who take injustice personally. We are campaigning for a world where human rights are enjoyed by all. We investigate and expose the facts, whenever and wherever abuses happen. We lobby governments, and other powerful groups such as companies, to make sure they keep their promises and respect international law. We support people to claim their rights through education and training and by telling the powerful stories of the people we work with; we mobilise millions of supporters around the world to campaign for change and to stand in defence of activists on the frontline.

The Rights Click Programme's vision is a world where online platforms and other digital technologies are safe, supportive spaces for children and young people to enjoy their health and well-being and realise their human rights.

ON THE RIGHT TO PLAY: A foreword from the PLAYboard

We have worked with a group of children and young people from all over the world to develop this PLAYbook. In the next few pages, we are excited to share a special introduction by Fay (The Netherlands), Duaa (Pakistan), Charity Grace (Togo), Rachana (Nepal), and Amalia (Norway). Their words will help you understand where this work comes from.

- Louise and Merybell,
Amnesty International



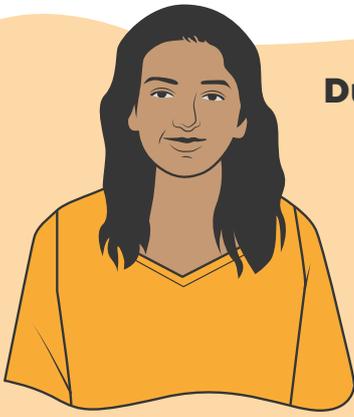
Fay from The Netherlands

When I first started volunteering at Amnesty, I thought it was going to be very serious and depressing work. The world is full of hatred sometimes and death is everywhere. I was surprised when I started collaborating at Amnesty how kind, welcoming and sweet all the activists were. Their work wasn't always related to sadness, but it gave me a beam of hope. Hope that there is a better future for us waiting out there.

While reading this book, you may think that play is just fun and games. But play has always been a big part of our lives. From the moment when we were born, many of us can probably trace back some of our most cherished memories to the simple joy of play. We use play to connect with others (for example, I played 'tag you're it' as a kid) and/or sometimes we use it as a way of learning. Animals use it to connect too. Play is a tool that helps us understand the world we are living in. This project made me realize that play is what makes us human. Play is a bridge from human to human. It connects people from different backgrounds, transcending language barriers and social divides. Play shows us our shared humanity, a truth that can sometimes feel lost in the complexities of our world.

With this PLAYbook, I hope we can integrate the power of play to strengthen the fight for a future where children and everyone really has the right to feel and be connected. Where everyone can feel a sense of belonging and where we can fight for other humans to be part of humanity.

I want to thank everyone involved in this PLAYbook for reminding me that playing is part of who we are and what we should foster.



Duaa from Pakistan

For most of my life, when I thought of human rights, I thought of their violations. It felt natural, instantaneous, so overwhelmingly the case. When violence and deprivation are this rampant, focusing on, say, the right to play can seem heartbreakingly, insensitively trivial. It wasn't until I started giving input on this PLAYbook that I pushed myself to think differently and realize how dangerous it is to reduce people, particularly children facing marginalization, to their marginalization.

Promoting the right to the space and time for art, stories, humour, music, dance, and sports counters this kind of dehumanization and acknowledges that people are not just their pain; they are also their play. So even amidst genocide, poverty, and abuse, they fight back, instrumentalizing imagination to work through multi-layered emotions and experiences, critique oppressive structures, and explore alternative ways of thinking and being. In redefining themselves beyond trauma, they reclaim their capacity for agency, spirit, and dreams, even in the face of all that threatens it.

In reading this PLAYbook, I invite you to appreciate the right to play for every individual and community, regardless of their age, socioeconomic status, gender, or ethnicity. At the same time, go beyond appreciation and redesign how you perceive and advance human rights to be more playful. While we continue to act on our grief and anger when witnessing the presence of pain, we can also channel our vibrancy and delight when recognizing the power of play. I believe it's not only a possibility but our responsibility to always, always do both.

Dedicated to Palestinian, Kashmiri, Balochi, and Rohingya children: may their lives be graced with liberation from oppression, unimaginable joy, and endless potential for play.



Reference: <https://www.youtube.com/watch?v=pl906j1EnHY>



Grace Charity from Togo (translated from French)

Welcome to you, child/ young Human Rights Defender!

My name is Charity, and I come from Togo. Just give me a few minutes of your precious time to explain why this PLAYbook has been designed for you. The main reason is so that you can have fun. You have the right to express your ideas, and to act for what you believe in. You have power; the power to positively change the world with your curiosity, creativity, and passion. If on a small scale we do good deeds in our community, it will have a big impact on the world.

Here you will find a variety of games that will allow you to explore human rights in a fun and educational way.

We hope that this book will become a faithful companion on your journey towards justice and equality.

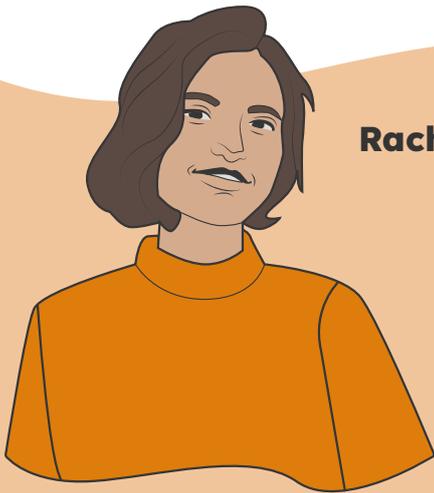
Bon voyage to you, Superhero! and what we should foster.



Amalia from Norway

Generally, in our society, for some reason, we have decided that there are 'grown-up' and 'child' activities. We are used to categorising people into two categories, two set ways of behaving, with little in-between. This creates a limiting view of possibilities. When working with older activists, I've found that we all have engaged, creative, and motivated creatures within us, and there is no reason to ignore them to act more adult. Inviting play into all activism does not necessarily mean that adults will be rolling on the floor or building sandcastles; rather, normalize utilizing play techniques to boost energy levels and motivation, to give a varied and engaging experience to activists every day.

In using the PLAYbook I hope you will broaden your interpretation of what play really is and invite it into your work with children. I wish that you understand the importance of play for all ages, and that you will be motivated to do your part for this cause. Activism should not be a privilege reserved for a certain age group, and play should not be limited to only children; this cycle must be broken.



Rachana from Nepal

In a world where our history has been full of scars given by wars, cruelty, poverty and discrimination, the advocacy for human rights emerged as a candle of hope, to uphold the dignity and rights of every individual. Yet, amid the struggles for survival and justice, the importance of play has often been ignored. In the face of such overwhelming challenges, it may seem insignificant and thoughtless to talk about play. However, this PLAYbook is a reminder that amidst the struggles for survival and justice, play is not just a luxury, it's a necessity, a source of positivity, a glimmer of light in the darkness.

As someone with a deep connection to music, art, and creativity, I've found solace and a sense of my identity in these pursuits. I cannot imagine a reality where people are deprived of these simple pleasures. It fills me with gratitude for how fortunate I was to have the freedom to play, to dream, and to simply be a child. And yet, I couldn't help but feel the weight of injustice knowing people were and are still being denied this fundamental aspect of childhood in the name of wars, cruelty, poverty and discrimination.

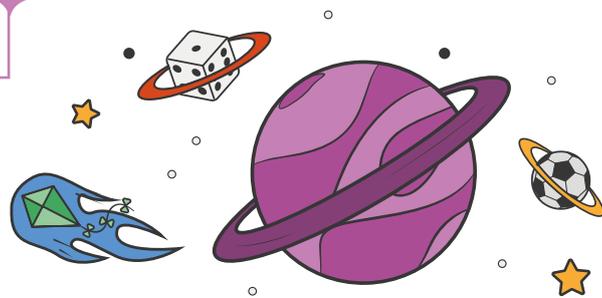
Thus, I take this PLAYbook as a call to ensure that every child, regardless of their circumstances, has the right to play. It's not merely about entertainment; it's about recognizing play as a fundamental human right and a vital component of children's physical, social, and emotional development.

However, it's not only about children; it's about recognizing play as a universal human right and a powerful tool for learning and growth at any age. Through playful learning, individuals, going beyond their ages and breaking all the barriers, can discover, explore, and create without being limited. Play also has the unique ability to unite us and to remind us of our shared humanity. This PLAYbook also seeks to connect us to ourselves as well as to each other.

Through extensive surveys, playshops, and conversations with individuals from diverse backgrounds, this PLAYbook has been rigorously crafted to be as inclusive as possible. Therefore, upon reading and scribbling through this PLAYbook, I call you to embrace the power of play to heal and to spread joy and positivity in the world.

INTRODUCTION

Let's keep this simple: Many children experience the world through play.



In this PLAYbook, you will learn more about play, what it's all about and ways that you can bring it into your work (and play) with children and young people at Amnesty International.

Children are experts on play, and we can learn a lot from them. As we get older, sometimes we forget how to play, or don't put as much importance on play in our lives. Play can bring wonderful new insights, ideas and perspectives, and above all, can make our lives more enjoyable.

Over the first half of 2024, we worked with a group of children and young people (Fay, Duaa, Charity, Rachana, Amalia) to develop this PLAYbook. We held a series of PLAYshops, gathering inputs from over +60 people, including two hybrid workshops: one in Cajamarca, Perú; and one at the Youth Summit for Digital Rights in Argentina. We also held a PLAYshop in Portugal to get more insights, iterate and test some of our ideas, and hear from you on what is needed to engage children meaningfully in your human rights work. We conducted a survey among the Amnesty International movement to gain more insights into play at the organization.

Play should not be an add-on, but a way to approach our work with children and young people. Play can be incorporated throughout how we do things, and we hope this PLAYbook will act as a starting point to help you do that.

Who is this PLAYbook for?

This PLAYbook is for staff with a child, adolescent and/or youth brief, and young people and activists who are looking to engage children and adolescents in their work.



Many activities in this PLAYbook are suitable for most ages of children and young people, and some can be adapted slightly to make them more appropriate for the age group that you are working with.

How to use this PLAYbook and PLAYcards?

This PLAYbook can be used in any way you wish. It can be picked up and read front-to-back, or it can be read and played with as you want. In this PLAYbook, you will see games and opportunities to play: These are labelled PLAYbreaks. We also encourage you to bend, scribble, tear and play with the physical version of this toolkit as much or as little as you want!

This PLAYbook is accompanied by PLAYcards – a series of cards that you can use to bring play into your work. Each card is designed to inspire and guide you to bring more play into your work.

How playful do you think Amnesty International is?



1 2 3 4 5

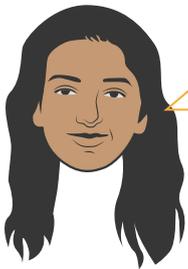
WHAT IS PLAY?

Play is one of the most natural things that we can do. It is not only a fun and pleasurable experience, but it even shapes our brain and allows us to develop and adapt.¹ The Hindu tradition describes play as “the ultimate creative source of reality”: Lila (Sanskrit) is a concept meaning “pastime, sport or play. Play is not the absence of work, in fact, play is a way in which we can learn, a way that we can solve or explore challenges in a new light and new methods.”²

Think of the last time you played? How did you feel? Who were you with? It is often the case that during play we feel the most alive and happy.

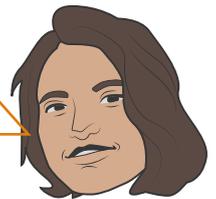


Play is challenging to define, but here are some definitions created by the PLAYBoard:



Duaa: “for me, play is a chance to reimagine and reinvent yourself and your world, and it’s something that nurtures and inspires your sense of wonder, creativity, love, and liberation.”

Rachana: “We already have a lot of things to stress out about in our life. So, for me, play is something which makes me forget all the stress at least for a while. Play is something where we can be ourselves, express our inner child and express our heart out without any sort of inhibition.”



Play can provide us with freedom from time, it can be a cure for boredom, a chance to let loose, a chance to grow, to connect and to be present. One of the most important features of play is that it is universal; anyone can do it and it is something that children, adults and even animals take part in all over the world.



Why is play important?

Play has been shown to be beneficial for people of all ages. It can impact our learning, how we build resilience in an ever-changing world, and can affect how we build social connections and community, and most of all, play is fun. It is well documented that play is essential in developing children’s physical, cognitive, mental and emotional well-being, the benefits of which remain throughout their lives. One major theory of play, even in animals, is that play is practice for necessary skills that we need in the future and a way for us to solve complex challenges together.³

1 Stuart Brown and Christopher Vaughan, – *Play: How it shapes the Brain, Opens the Imagination, and Invigorates the Soul*, 2010, p. 6.
2 Stuart Brown and Christopher Vaughan, – *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*, 2009, p. 75.
3 Stuart Brown and Christopher Vaughan, – *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*, 2009, p. 31.

All ages

PLAYbreak



Paper Airplane Race

Explanation: Create paper airplanes and compete to see which flies the farthest.

Objective: Fun competition and creativity.

Materials Needed: Paper.

Human Rights Modification: Incorporate questions or prompts related to human rights on targets or checkpoints. If a plane lands on a target, they need to answer a question on human rights.

Different kinds of play

There are many ways to play, from movement play to object play, imaginative play, and social play, to celebratory and ritual play, storytelling and narrative play, and creative play. This PLAYbook will give you some ideas of how to incorporate various kinds of play into different activities.

What is your favourite way to play? Draw a circle around your favourite way to play. If you like, you can draw your favourite way to play in the box below. Think back to when you were 8 years old ... what way did you like to play then?

Alternative ways you or someone can 'draw' this circle:



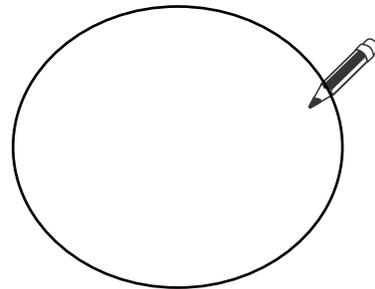
1.

Use a compass if you have one available.

2.



Draw an imaginary compass with your hands, freehand it if you like.



PLAY TYPES

- Symbolic play
- Locomotor play
- Recapitulative play
- Role play
- Creative play
- Exploratory play
- Communication play
- Dramatic play
- Fantasy play
- Deep play
- Rough and tumble play
- Socio-Dramatic play
- Object play
- Imaginative play
- Mastery play
- Social play

Here are some examples from different PLAYShop participants:

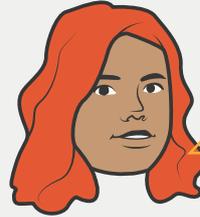
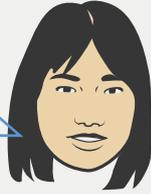


"I spend time with my four-year-old, and then I remember how to play."

"I like playing werewolf with my friends!"



"I love to do creative things like arts and crafts."



"I go to a dance class every week, and that's when I feel my most child-like."

6+

PLAYbreak



Amnesty Candle Brainstorm

Explanation: Participants think of various ways to use the Amnesty candle within a 60-second timeframe.

Objective: Encourages creative and divergent thinking

Human Rights Modification: You could use different human rights symbols and ask players to draw as many things that come to mind when they think of "freedom", for example.



Open Play

Open Play⁴ refers to unstructured play where children are free to use their imagination and creativity without specific guidelines or rules imposed by adults. In open play, children have the freedom to interact with their environment and materials in a way that suits their interests and developmental needs. This type of play promotes problem-solving skills, creativity, social interaction, and cognitive development. It is all about letting children lead the way and discovering the joy of learning and experiencing through play.

How can I bring open play into my work?

Open play can be incorporated into your work by simply creating the space and providing some materials. Basic toys and materials such as wooden blocks, art supplies, and loose parts (such as shells, rocks, sticks, pipe-cleaners, clay, paper and pens) can inspire children and young people's creativity and imagination.



⁵ Open play is often associated with Cas Holman's philosophy: <https://casholman.com/> and Cas Holman in Abstract, Netflix show Cas Holman, "Cas Holman: Abstract," *Abstract: The Art of Design*, Season 2, Episode 3, Netflix, 2019.

The right to play is enshrined in the United Nations Convention on the Rights of the Child (UNCRC).⁵ Article 31 of the UNCRC states:

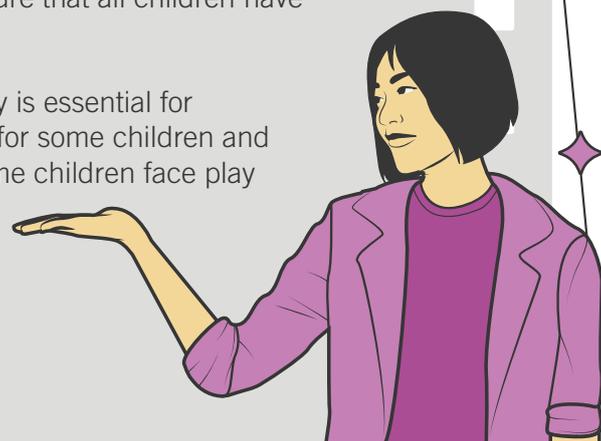
Article 31:

Right to Rest, Leisure, and Play: States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Promotion and Encouragement: States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational, and leisure activity.

The importance of play is further emphasized in the UN Committee on the Rights of the Child's General Comment No. 17 (2013)⁶ on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts. General Comments are an authoritative guide on how to interpret rights, and this General Comment elaborates on the significance of play for the development, well-being, and social inclusion of children. In this General Comment, the UN Committee on the Rights of the Child calls on governments to ensure that all children have access to these rights without discrimination.

While Amnesty International acknowledges that play is essential for children to develop and thrive, we understand that for some children and their families, it might appear as a privilege and some children face play deprivation.



Play deprivation

Play deprivation refers to the lack or significant reduction of opportunities for children to engage in play, which can have various negative effects on their development and well-being.⁷ When children are deprived of play, they may experience delayed development, emotional and behavioural issues—for example, they may exhibit stress and anxiety, and an inability to regulate their emotions—, reduced social skills such as cooperation or sharing, and physical issues, for example, fine motor skills.

Play deprivation can happen in a myriad of contexts, including due to socioeconomic issues, educational factors, particular cultural environments, family dynamics, and when there is a lack of structural support for caregivers, conflict or war, climate change, and for people with disabilities.

⁶ Office of the High Commissioner for Human Rights (OHCHR), 1989. Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>.

⁷ General Comment 17, 2013, UN Doc. CRC/C/GC/17. See, in particular, the PLAYboard's 'Easy To Understand' version. Available at: <https://www.playboard.org/wp-content/uploads/2024/02/UNCRC-General-Comment-17-Easy-To-Understand-2024.pdf>.

⁸ E.E. Belknap and R.J. , 'Empty Playgrounds and Anxious Children', . Journal of Creativity in Mental Health, Issue 9, 2014, pp. 210 - 231.



Socioeconomic factors:⁸

Poverty: Children from low-income families often lack access to safe play spaces and recreational activities due to financial constraints. This limits their opportunities for play. Some children might have to, or choose to, work after school to support their families or themselves.

Urban versus rural: Literature and research suggests that children living in densely populated areas might have less opportunities to play.



Educational factors:

The pressure on academic achievement and rigid school systems can lead to reduced unstructured play.



Family dynamics:

'It takes a village', or so they say. Unfortunately, for many working caregivers the village has been reduced and the working hours have expanded.



Conflict and crisis:

Children living in conflict-affected zones often face severe play deprivation due to unsafe environments and displacement.



Climate change:

With each passing year, children may continue to lose access to safe play spaces and recreational opportunities due to climate-related destruction and disruption of communities.



Disability:

Children with chronic health conditions or disabilities might have limited access to play opportunities that are not adapted to their needs.

Play around the world

Around the world, play takes on diverse forms. It is therefore important to approach it in different ways. Play in one context might look very different to play in another context. What might be considered fun in one country might not be perceived as fun in another. Look at some examples from Amnesty International staff and youth below.



⁹ Tracey Smythe, Shanquan Chen, Sara Rotenberg, Marianne Unger, Emily Miner, FE.,rederic. Seghers, Chiara Servili, and Hannah Kuper. Do children with disabilities have the same opportunities to play as children without disabilities? Evidence from the multiple indicator cluster surveys in 38 low and middle-income countries'. EClinicalMedicine, Volume 67, 11 December 2023, p.102361, available at: <https://doi.org/10.1016/j.eclinm.2023.102361>. Erratum in: EClinicalMedicine, 2024. 73, p.102686. doi: 10.1016/j.eclinm.2024.102686. PMID: 38169717; PMCID: PMC10758749.

Since 1999, Belgian artist Francis Alÿs has traveled the world, documenting the creativity of children's games in different cultures. His work shows how play reveals the limitless imagination of play. Check out Francis Alÿs speak about his work on YouTube.

Juego de la Oca

The Game of the Goose, known as 'Juego de la Oca' in Spain, is a traditional board game that has origins dating back several centuries. It is a race game where players move their pieces along a spiral path composed of 63 spaces, starting from the 'Start' space and aiming to reach the 'End' space.

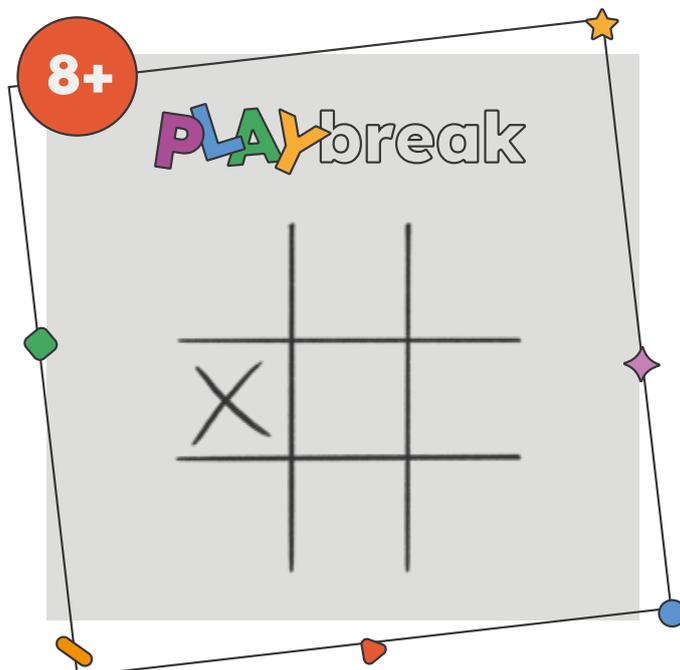


Here's a brief overview of the GAME of the goose



The game of Noughts and Crosses,

which is also known as Tic-Tac-Toe in some countries, in the Netherlands is commonly referred to as 'Boter, Kaas en Eieren', which translates to 'Butter, Cheese, and Eggs'. The game is played on a 3x3 grid where players take turns placing their symbols (X or O) in an attempt to get three of their symbols in a row, either horizontally, vertically, or diagonally.



Flying Kites

Kite flying is universal. It is especially popular in countries such as Afghanistan and Palestine. Young people have been flying kites in Afghanistan for more than 100 years, where it is common hobby, a favourite outdoor sport and even considered to be an art form. From the designs and sizes of kites, to the making of unbreakable wire, for many, the hobby became a matter of honour to compete to be the best kite flyers in the area.

In February 2024, amid the ongoing violence in the occupied Palestinian Territories, kites flooded the skies across Gaza with hope and solidarity. The sea of kites lit up the skies, with kites made from old materials, tents and whatever materials could be found. Young people in Gaza also set a Guinness World Record in 2011 for the most kites flown at the same time, flying over 12,000 kites in just one day.¹²



"We fly kites instead of warplanes" explained 13-year-old Hala Fayyad.¹³

Soaring kites for human rights

Materials Needed:



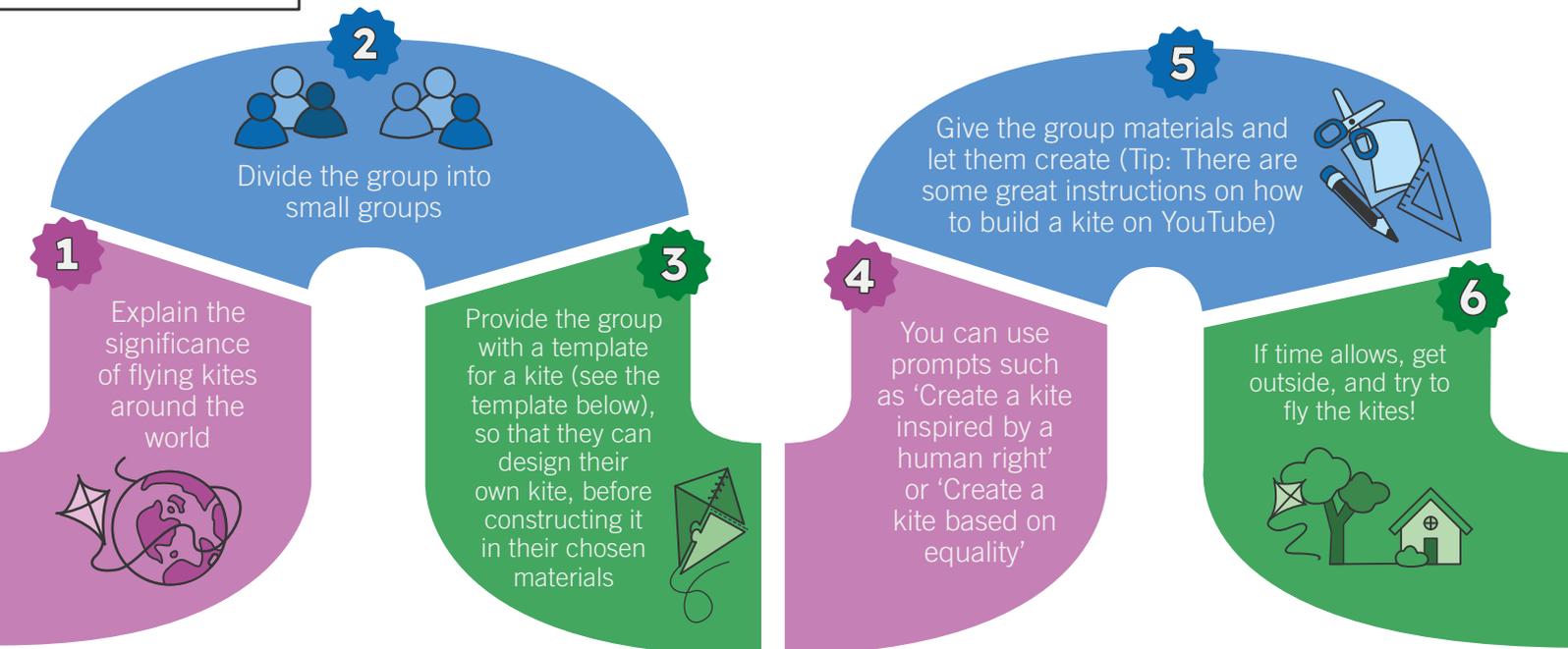
Kite-making materials such as paper, sticks, string, markers, and decorations 



Scissors and tape for assembly



Instructions:



Suitable for: Ages 8 and above. Younger children can participate with assistance in designing or colouring kite templates.

¹¹ Guinness World Records: <https://www.guinnessworldrecords.com/world-records/most-kites-flown-simultaneously>

¹² Camilla Alcini, 'Kite festival in Gaza offers children rare break from ongoing war, ABC News,': 29 March 2024, available at <https://abcnews.go.com/International/kite-festival-gaza-offers-children-rare-break-ongoing/story?id=108629524>

Add your own game here:



Amnesty International's commitment to child participation



“One of the beauties of play is that in playing, we create imaginative scenarios, and in creating them, we discover what works and what doesn't.”

Play can be beneficial for the Amnesty International movement by helping us solve the complex and challenging human rights problems that we are faced with today.

Amnesty International has a commitment to children and young peoples' participation within its human rights work (as outlined in the Global Youth Strategy).⁹ However, we know that it can be challenging to engage children in active and meaningful ways.

While children's participation varies and can look different from country to country and in every Amnesty International national entity, one thing is certain: Play is global and universal. Play can be a creative tool that we can all use more in our daily lives to have more fun, feel more joy, and create safer and more child-friendly spaces for young people in the human rights movement.



8+

PLAYbreak

 **Guess Who?**

Explanation: Participants select and wear a paper with a person, animal, object, or concept without looking. Others guess what's on their paper using only yes or no questions.

Objective: Team building

Materials Needed: Pieces of paper, writing utensils, something sticky to put the paper on the head

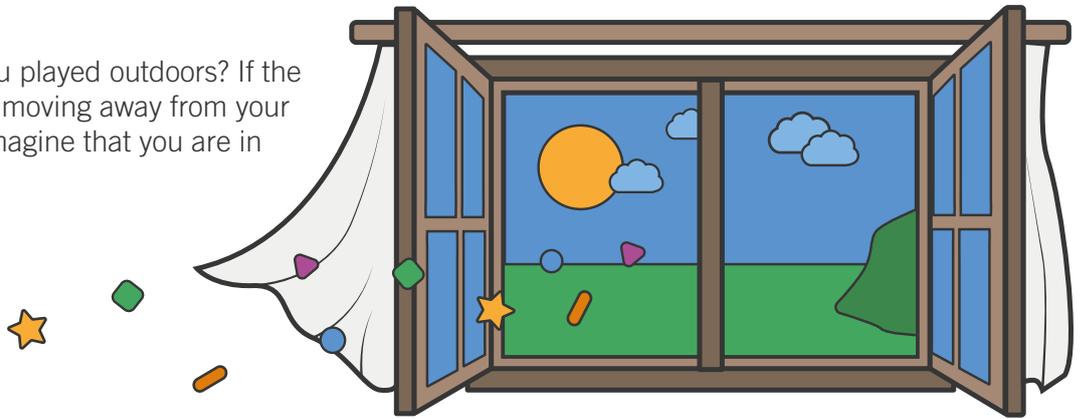
Human Rights Modification: Instead of random words, use human rights-related topics (such as The Right to A Fair Trial) or human rights activists as the subjects (Ahd Tamimi or Peter Benenson)

FACILITATING PLAY

The role of the facilitator is to create an environment where children and young people feel safe and included, and comfortable to play. This involves understanding the purpose of the session and introducing play in a way that fosters engagement, relaxation, and comfort among participants. Inclusive play means creating places and activities where all children, no matter who they are, can join in and have fun.

Activity:

When was the last time you played outdoors? If the weather permits, consider moving away from your desk and going outside. Imagine that you are in the great outdoors.



All ages

PLAYbreak



Scavenger Hunt

Explanation: Players find items or complete tasks based on a provided list.

Objective: Foster movement and teamwork.

Materials Needed: List of items or clues, outdoor space.

Human Rights Modification: Include items or tasks related to human rights themes (e.g. Find something that represents justice to you)

All ages

PLAYbreak



Nature Art Creations

Explanation: Players use natural materials to create sculptures or patterns.

Objective: Encourage creativity and sensory exploration.

Materials Needed: Natural materials like leaves, sticks, flowers, stones.

Human Rights Modification: Challenge participants to create art representing human rights themes or symbols.

Six tips for the play facilitator

The role of the facilitator is to create an environment where children and young people feel safe and included, and comfortable to play. This involves understanding the purpose of the session and introducing play in a way that fosters engagement, relaxation, and comfort among participants. Inclusive play means creating places and activities where all children, no matter who they are, can join in and have fun.



1. Play energy and mindset: The facilitator should exude energy and playfulness to set the tone for the session. Embracing a playful mindset encourages engagement and inspires participants to join in. Reflecting on childhood play experiences can help cultivate the right mindset.



2. Following the lead of the child/young person: Children and young people are the experts in play. Their voices should be valued, and their preferences considered and respected when introducing play into activities. This helps us set up a successful play experience that is both meaningful and enjoyable for all participants.



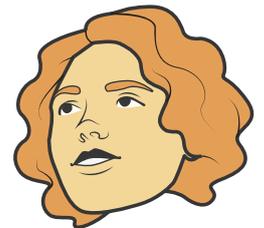
3. Tokenism and patronization of play: When consulted, children and youth activists emphasized the importance of treating them with respect and avoiding being condescending. One way to avoid being patronizing is to ask children and young people themselves to come up with the activity or get feedback on the activity with children/young people before and after the session.

Here are some tips from young people we asked:



“Do playful activities without treating us like babies, put yourself at our level but make sure to act age appropriate. No 20-year-old likes to be treated like they are 12.”

“As we say in Portuguese, “try to dress in our jeans”. This means that adults should see from our perspective and understand what we like.”



“Give in to your inner child, you know you have it!”



4. Creating inclusive environments for play: An intersectional and inclusive approach to play considers the overlapping identities and experiences that children bring to their play environments. It recognizes that children’s experiences of play are shaped by multiple factors such as race, ethnicity, gender, socioeconomic status, disability, religion, and more.

When thinking about how to bring more play into your work, it is important to think about who is in the room, and how different people like different kinds of play, and the need for different support when it comes to play. **If you are not sure, you can always ask!**

Check out the inclusive checklist below to help you think through some of these important considerations:

a. Promote inclusive

language: Use language that respects and affirms children's identities, avoiding assumptions about gender, family structures, or cultural backgrounds. Encourage open dialogue that values diverse perspectives and voices.



b. Encourage collaboration and cooperation:

Foster a culture of teamwork, empathy, and communication among children, providing opportunities for collaboration on projects and problem-solving. Learning from each other's perspectives enhances cooperation and mutual respect.



c. Celebrate differences:

Celebrate diversity by organizing multicultural events, highlighting traditions from various cultures, and showcasing the achievements of marginalized groups. Positive representations of different identities enrich the play experience.

d. Empower children's agency:

Involve children in decision-making processes related to play, such as selecting activities and resolving conflicts. Respect their autonomy, encourage them to express their preferences, and ensure their perspectives are considered in designing play spaces and setting rules.



e. Continuous learning and adaptation:

Recognize that intersectionality is complex and dynamic, requiring ongoing learning and adaptation. Play environments should be responsive to the changing needs and identities of children, continually seeking ways to promote inclusivity and equity.



5. Safeguarding: Prioritizing safeguarding measures ensures the safety and well-being of children during a session involving play. Key aspects include ensuring the physical (or online) play area is safe, establishing clear agreements, and respecting boundaries. This helps create a safe and enjoyable play environment. It may seem obvious to state, but it is important to remember that every child we work with comes from a different background and that some children may have been play deprived. Some exercises or games might be triggering for them: Keep that in mind.



SAFEGUARDING

- Is the play area free from things that might hurt kids, like sharp objects or tripping hazards?
- Are there clear and fair rules for everyone to follow during playtime?
- Are the games and activities fun for all children?
- Are everyone's differences celebrated while playing?
- Are there clear and simple rules for keeping playtime safe and happy?
- Are ideas and thoughts shared amongst participants to help make play even better?
- Consent and respect, and boundaries are also important to communicate with children and young people. Ensure that players know to ask for consent to touch or to engage in play. not everyone is comfortable with every form of play



6. Ground rules in play: Setting ground rules ensures that the play space remains safe and enjoyable for everyone. Involving the group in establishing ground rules fosters a sense of ownership and accountability among participants.

The PLAYCircle: The concept of the 'PLAYCircle'¹¹ creates an imaginary bubble around the game, where players agree to follow the game's rules. Establishing the PLAYcircle helps participants understand the boundaries of the game and immerse themselves fully in the experience. Inside this bubble, players agree to follow the game's rules and pretend that what happens in the game is real, even though it's just a fantasy. For example, before you start a game, you can let everyone know that a game is taking place, let everyone know the rules or instructions, and explain that it is a voluntary activity.

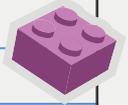


Checklist for planning a playful session



So, you want to bring more play into your work with children (or adults) and you're not sure how? Work through the questions below to help you plan your session step-by-step. There is space at the bottom to draw your session in a storyboard form, which is also a nice way to show children what they can expect during the workshop.

Purpose of Play



Why might you introduce play into a session?

- To get everyone thinking differently
- To think creatively about a problem
- Just for fun, because why not?
- To build team cohesion
- To reduce stress and increase engagement



Session goals

How would you like to bring play into your session?

- As an icebreaker at the beginning
- Throughout the entire session
- Only during brainstorming
- For teambuilding
- To enhance learning



Involving children and young people

- Is there a way you can involve children and young people in developing the session?
- Can you introduce a vote so the participants can choose how they would like to play?

Age-specific considerations for game selection



When choosing a game based on the participants' age, don't forget to consider the participant's developmental stage, interests, and capabilities.

- **Safety:** Are the game materials and environment safe for the specified age group?
- **Complexity:** Is the game's complexity appropriate for the age group? Too simple may be boring; too complex may be frustrating.
- **Engagement:** Does the game capture and hold the attention of the specified age group?
- **Duration:** Is the game's duration suitable for the attention span of the age group?
- **Theme relevance:** Is the game's theme or content relevant and engaging for the age group?



Utilizing existing games

Is there a way that a traditional game could be incorporated into a session?

- Hide and Seek
- Snakes and Ladders
- Football
- Charades
- Simon Says

For example, to elicit children's feedback on a strategy or campaign, you could play rounders, and at each base, they need to answer a question to do with the strategy.



Changing environments

Is there a playful way to change the setting of a meeting?

- Hold it outdoors
- Decorate the room with creative props (from beanbags to putting the chairs in a different formation, to adding cushions, to putting up posters)
- Have a themed setting (for example, beach, forest)



Playful timing

How might you playfully adjust the duration of a meeting?

- Make it an odd duration like 33 minutes
- Put on a random timer and each time it goes off, everyone must act like a monkey, or everyone must swap places



Props and visuals

Which prop could spark creativity in a meeting?

- LEGO blocks
- Stickers
- Playdough
- Post-it notes
- Pipe cleaners
- Sticks, shells, leaves
- Paint
- Balloons
- Markers, pens, chalk
- Whiteboard, paper, magazines or newspapers
- Something else...



Introducing movement

What is a fun way to encourage participation in a meeting through movement? Ensure that you are aware of any accessibility needs that may be in the room.

- Stand or sit and face different directions when speaking
- Do a twirl, move your head left and right, and jump or raise hand before speaking
- Incorporate stretching or simple movements with hands
- Dance breaks between topics





Music and play

How can music enhance a playful atmosphere?

- Play music during activities (why not create a funny human rights playlist together?)
- Incorporate musical chairs into the session
- Organize a group song or chant based on the topic you are covering



Gamifying the meeting



Which game-based activity could make a meeting more engaging?

- Kahoot quiz
- Treasure hunt
- Trivia challenge
- Bingo with relevant topics
- Would you rather games
- Two Truths One Lie game
- Truth or Dare
- Write your own game here

Playful Language



How can you make session language more playful?

- Start with a story
- Use creative and fun metaphors
- Encourage participants to create new terms or slogans
- Create a rule that you cannot use certain words, such as 'human rights'



Make it inclusive! <3



Have you ensured that your play is inclusive?

- Incorporate diverse representation in materials and activities
- Adapt play spaces and equipment to accommodate diverse disabilities and needs, and offer alternative options for participants
- Use inclusive language that respects and affirms identities and experiences
- Encourage collaboration and mutual respect among participants
- Celebrate diversity by acknowledging various cultural, racial, and gender identities
- Address biases, stereotypes, and discriminatory behaviors openly
- Empower participants to express preferences, interests, and boundaries
- Continuously adapt and learn to promote inclusivity and equity throughout the session



Playful planning

Roll on Play

Still stuck on how to bring play into your activity? Simply roll a dice, and whichever number it lands on will correspond with a playful prompt below, to help you think through your activity. By activity, we are referring to a meeting, training, session, or action which involves youth and children).

This activity can be done by the facilitator before the activity (e.g. planning a meeting with a group of children) or it can be done with children/young people to help plan the activity.



Materials Needed:



Steps:

1



Roll the dice. When it lands on a number, check which play prompt corresponds with that number (e.g. the dice lands on a 6, you must bring creativity into the activity (think paint, markers, drawing, chalk, sculpture)).



Think about how you might bring this playful prompt into your activity, first individually for two minutes and write down as many ideas as you can. (e.g. Everyone must create their favourite animal out of clay, everyone creates a giant painting together using their hands, etc).

2

3



Share with the wider team and after some discussion, choose your favourite idea (or ideas).



1. Bring in a traditional game to the activity (hide and seek, snakes and ladders, football, charades... a game of your choice)



2. Use props in some way for your activity (LEGO, bubbles, playdough, ball, paint, balloons...)



3. Bring movement into your activity (dance, movement, standing/sitting, repeating actions)



4. Can you bring music into your activity in some way?



5. Gamify your activity in some way (players get points for joining in/scoring points)



6. Bring creativity into the activity (think paint, markers, drawing, chalk, sculpture)

Comic strip agenda

Planning an activity is often done on pen and paper or using words on a screen. Why not try plan out your activity using the comic strip below? Using drawing can help us think outside of the box sometimes. This is also a nice activity to use with children to show them the agenda for a meeting: The images make it more interesting and easier to follow along.

Materials Needed:



comic strip template



drawing materials (pen, markers, pencils)

Steps:

1



Draw or photocopy the template below



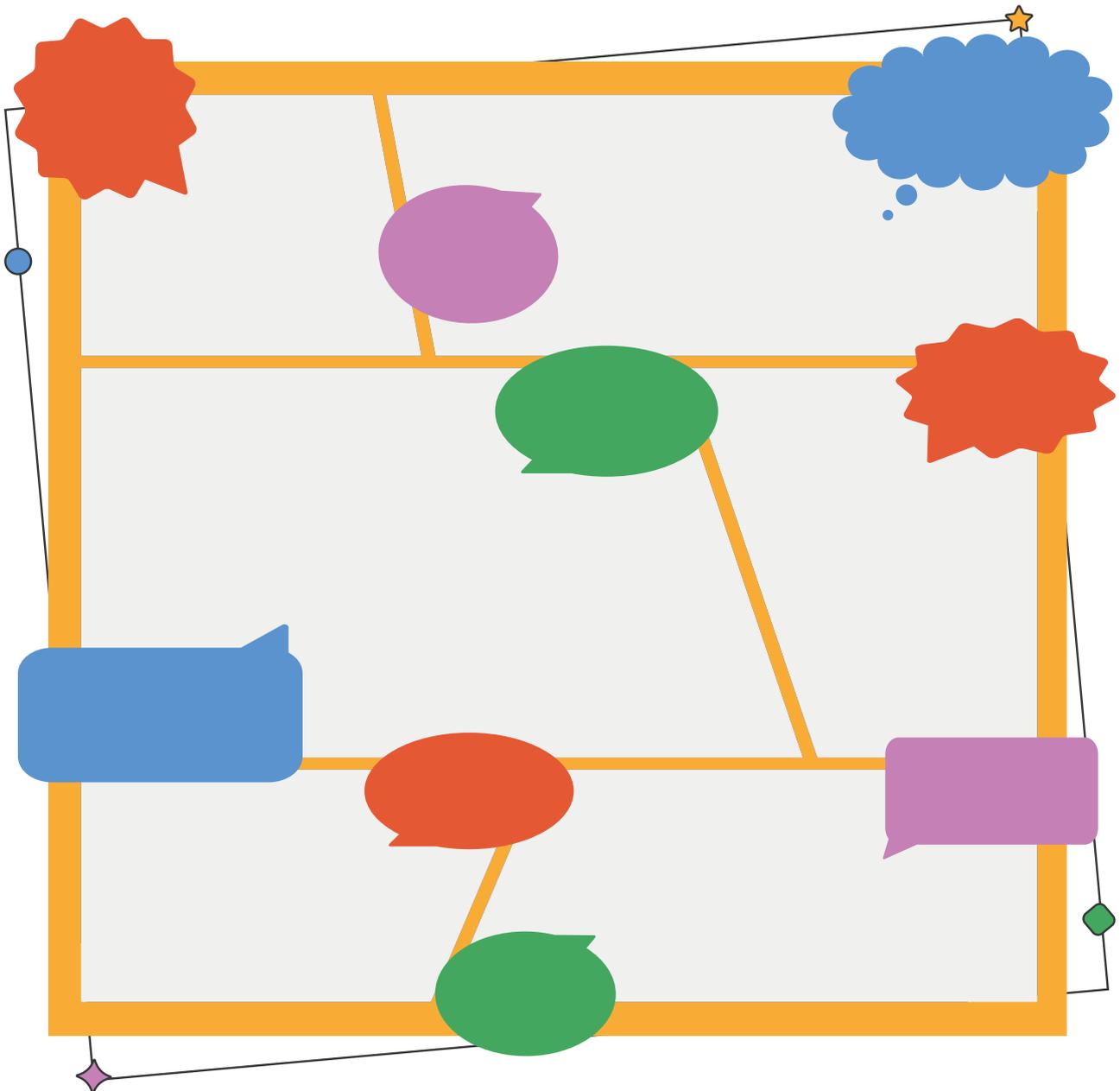
Using this template, draw out the activity step by step

2

3



Present your comic strip as an agenda at the start of the activity



REFLECTING ON PLAY

Just like after any meeting or session, reflection is important. Thinking about what went well, and what could be improved for next time, is important to ensure that we create the most inclusive and welcoming playspaces.



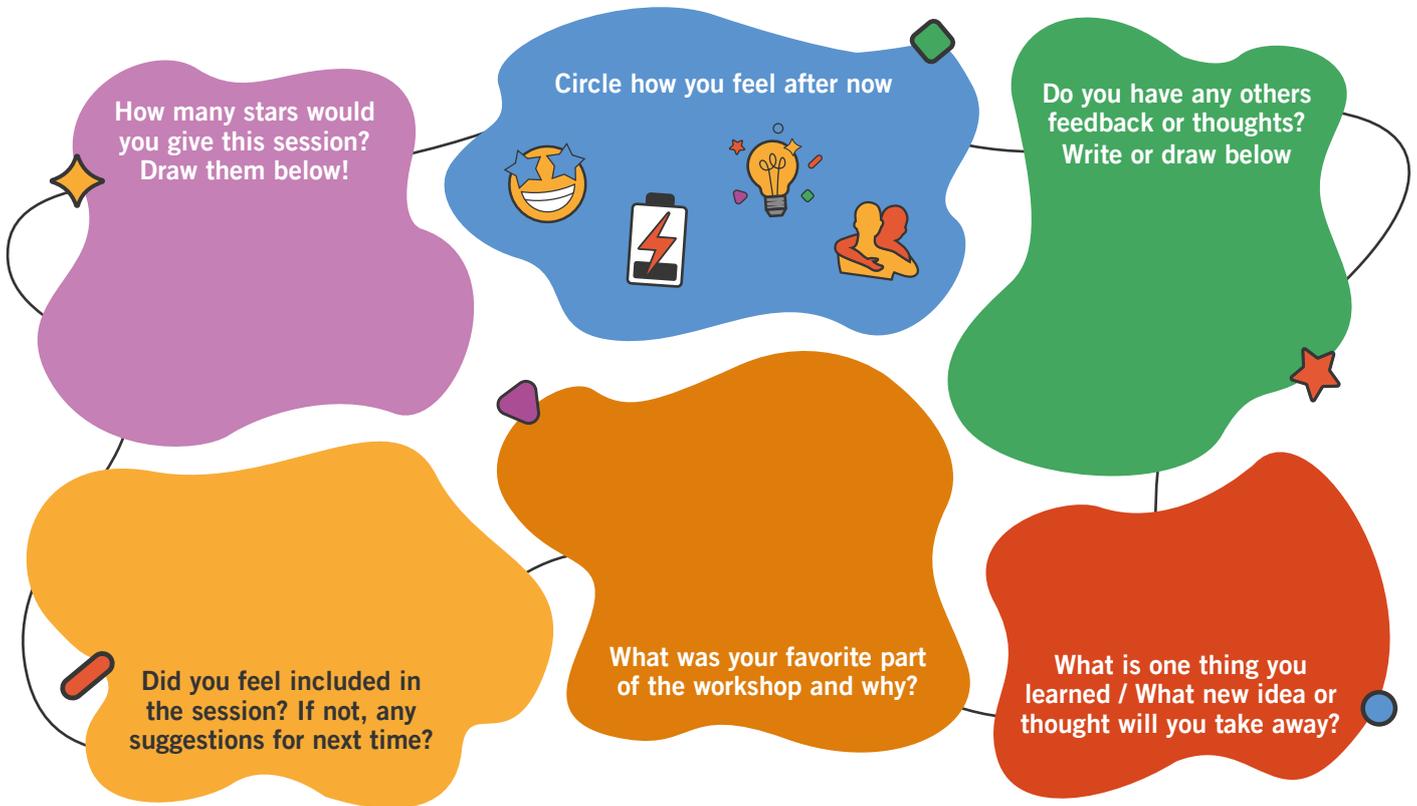
Facilitator evaluation

<input type="checkbox"/>	<ul style="list-style-type: none">• Did we achieve what we wanted to in the session?
<input type="checkbox"/>	<ul style="list-style-type: none">• Did we have fun?
<input type="checkbox"/>	<ul style="list-style-type: none">• Did we learn something new?
<input type="checkbox"/>	<ul style="list-style-type: none">• Was there meaningful child / youth participation?
<input type="checkbox"/>	<ul style="list-style-type: none">• If we could change one thing, what could we do differently next time?
<input type="checkbox"/>	<ul style="list-style-type: none">• Did everyone feel included?
<input type="checkbox"/>	<ul style="list-style-type: none">• Did we come up with new ideas?
<input type="checkbox"/>	<ul style="list-style-type: none">• How did we feel? (relaxed, inspired, motivated, bored...)
<input type="checkbox"/>	<ul style="list-style-type: none">• Did we try new things?

Children's evaluation

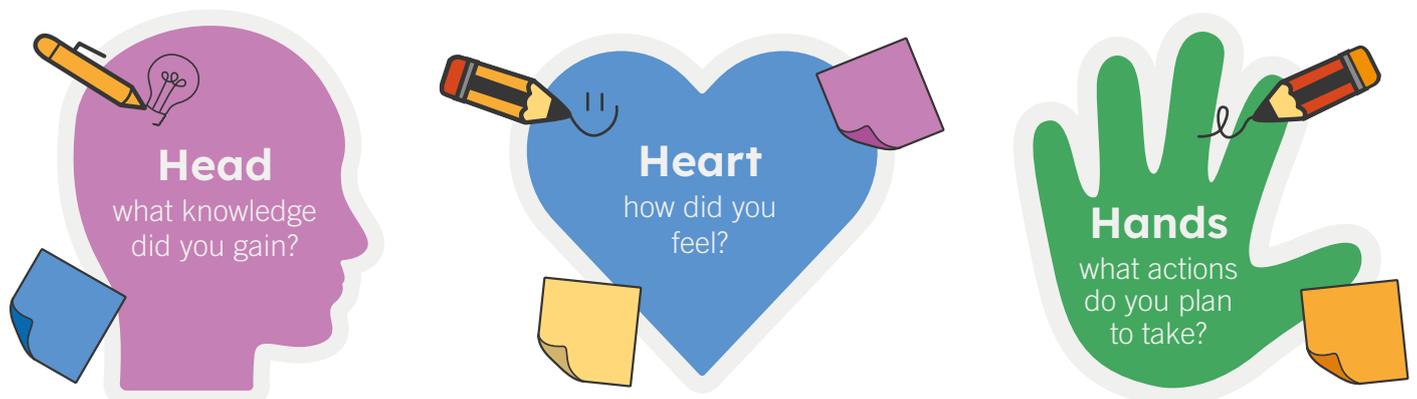
It is always important to evaluate the session with children and young people too. Monitoring and evaluation does not have to be boring, it can also be playful. Here are two ideas for evaluating a play session with children and young people.

- 1 Use a fun template that participants can fill in. Include areas to draw, as well as write their thoughts. You can get a lot from a picture!



- 2 Use a fun template that participants can fill in. Include areas to draw, as well as write their thoughts. You can get a lot from a picture!

It is simple, really; just draw a head, hands, and a heart on a large sheet of paper. Give everyone a few minutes to think individually about:



Then ask the group to use Post-Its or drawings and add to the chart. If time allows, talk through it together. The Hands actions are also a nice activity to go back to later or in the next meeting.

All ages

PLAYbreak

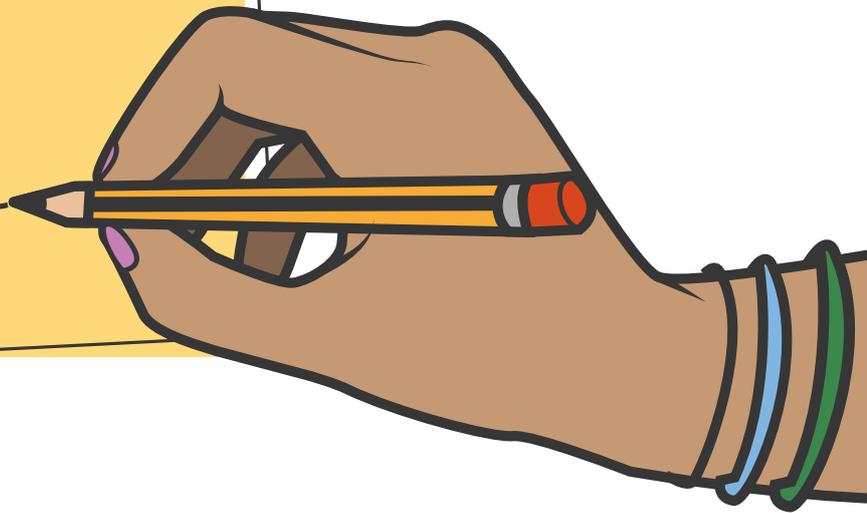


Scribble Transformation

Explanation: Add to existing scribbles to create new drawings or patterns.

Objective: One person (a) draws a scribble, the other person (b) adds to the scribble, to create a new drawing or pattern.

Materials Needed: Paper, drawing utensils.



ADULTS CAN PLAY TOO!

We are made to be lifelong learners and players, and the benefits of play can be seen at any age. When we stop playing, some say that we stop developing. If adults remember to play, if we are open to being silly, to let loose, and have some fun, we will do a better job of creating a joyful and playful space, and therefore a more child-friendly environment. This is important if we want to engage more children and young people in our work.



“Even in adulthood, being playful, or having a positive sense of humour, is linked with better mental health.” – Dr Elena Hoicka, Senior Lecturer in Psychology in Education.¹⁴

15 The LEGO Foundation, LEGO Play Well Report 2018, available at [lego-Play-well-report-2018.pdf](https://www.lego.com/en-us/ideas/lego-play-well-report-2018).

16 IDEOU, ‘Play at Work: 7 Ways to Shift Your Mindset and Unlock Innovation’, available at <https://www.ideou.com/blogs/inspiration/Play-at-work-7-ways-to-shift-your-mindset-and-unlock-innovation>.

Techniques and tools to introduce play into adult spaces



1. Icebreakers are one way to bring play into adult spaces, and many of you may have experience of some of these already. Creating playful spaces can and should go beyond icebreakers at the start of a meeting.



2. Think about the space – even hosting a meeting in a new space, a new room, or even outside can bring new experiences and ideas to the table.



3. Use movement or use your hands. What about bringing clay, or even drawing into the meeting?



4. Diverge a bit longer, “make time to dream before you start bringing in constraints to make it real”: Michelle Lee, IDEOU.¹⁵

8+

PLAYbreak



Dice Dare

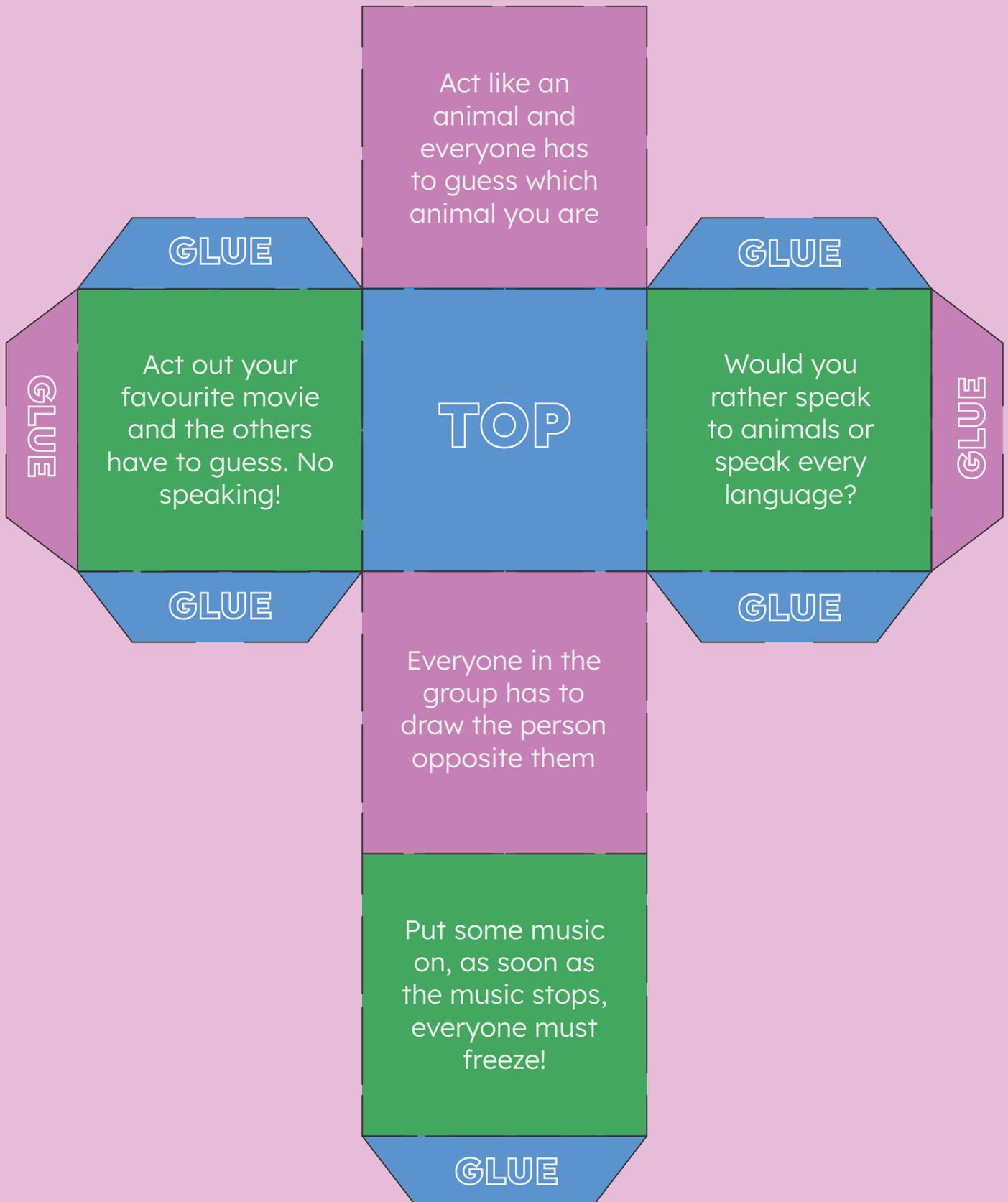
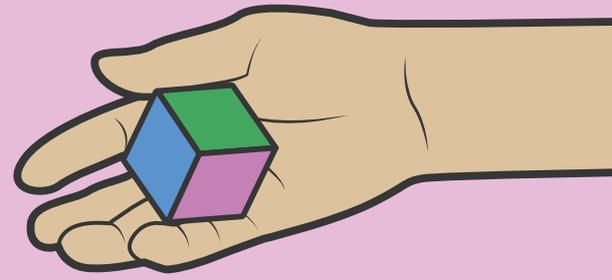
Explanation: Roll some dice with dares or questions to answer.

Objective: Engage participants in interactive and fun challenges.

Materials Needed: Printed dice with dares or questions.

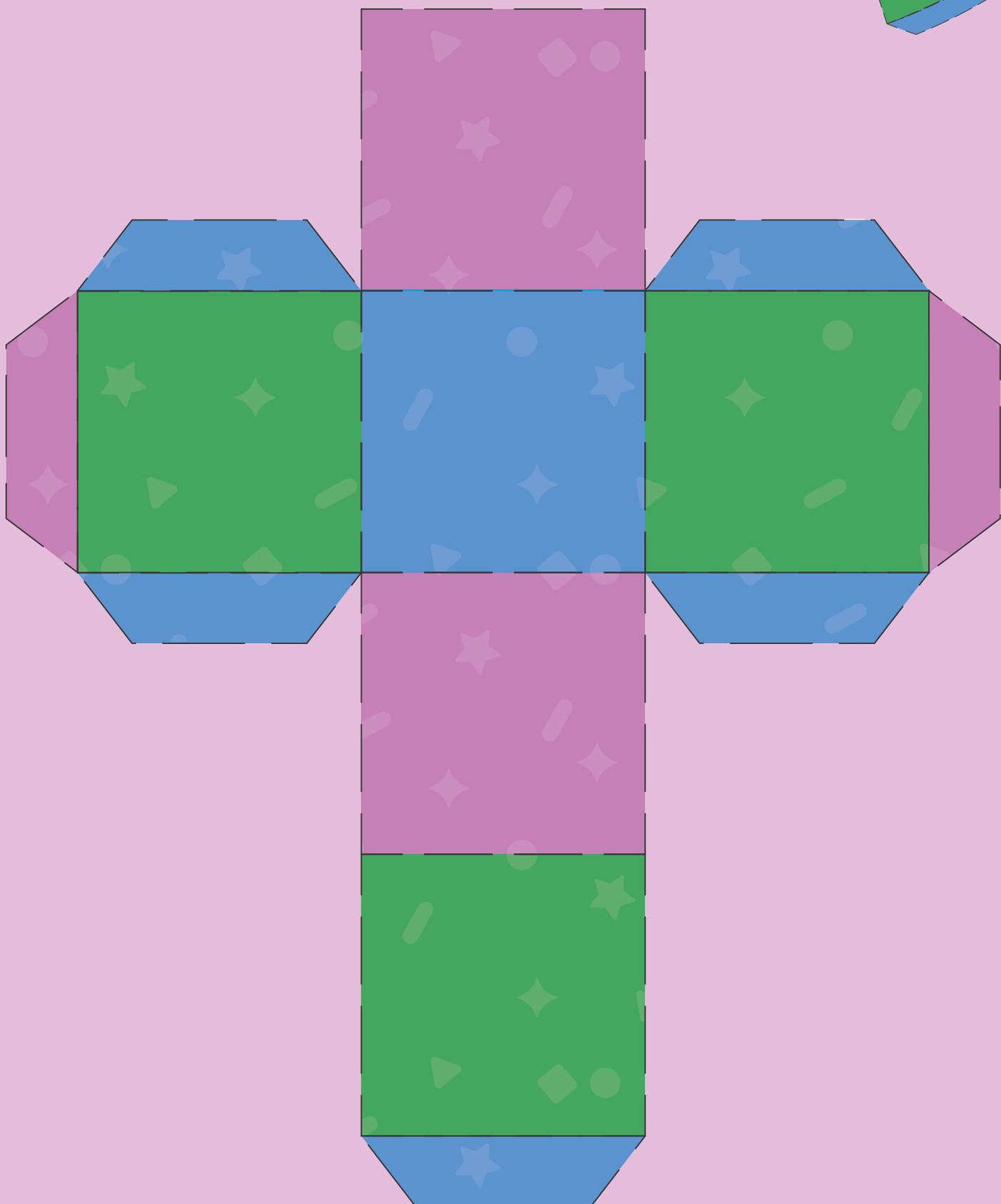
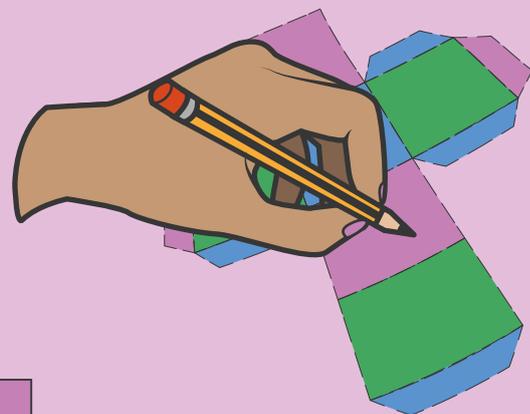
Human Rights Modification: Use a dice focusing on human rights topics or campaigns. Use the dice template below, cut it out and add your own prompts.

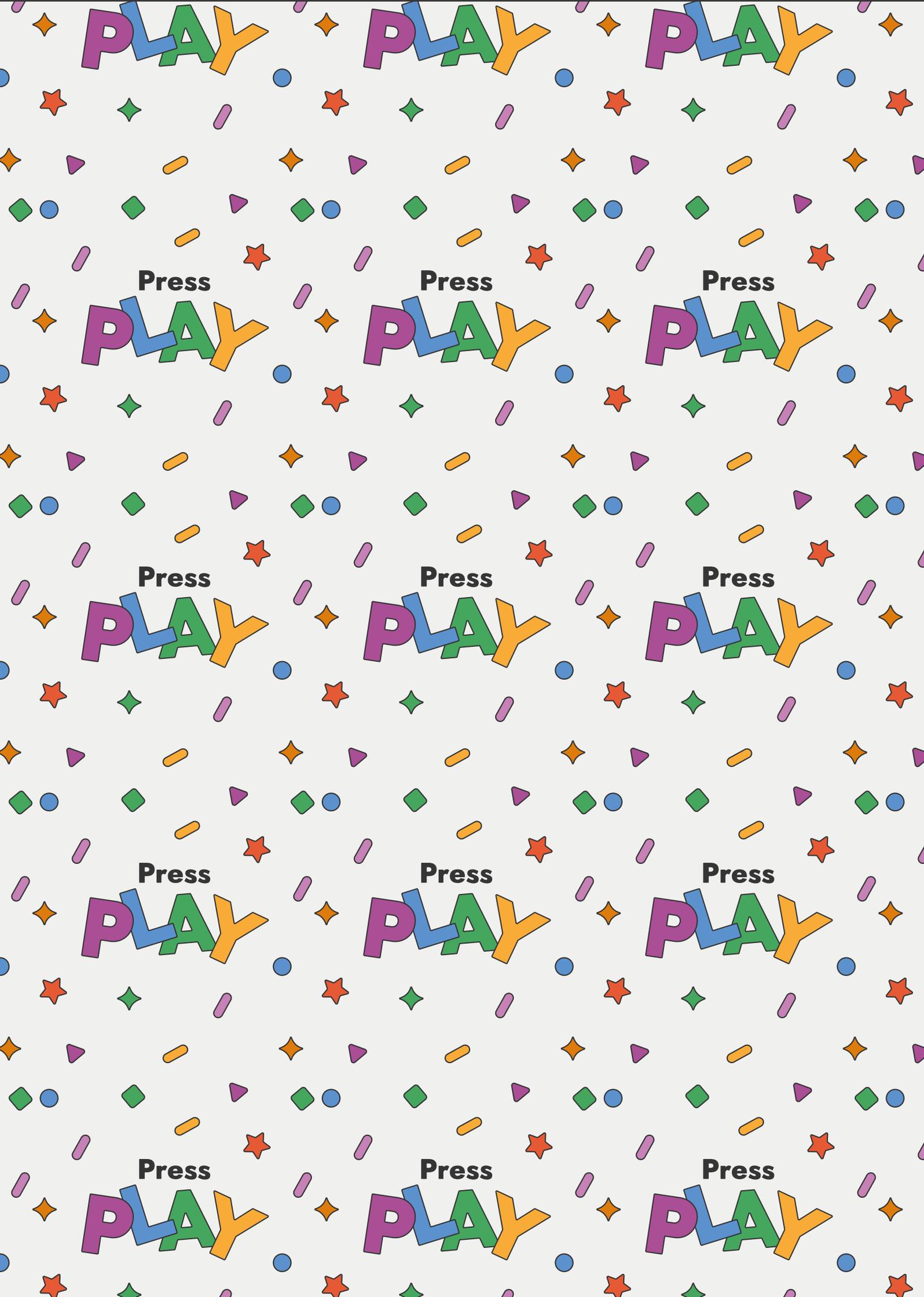
Another way to introduce play is to use dice – roll it at the beginning, or during a meeting! Use the template below, cut it out, and tape or glue the sides together.





Another fun activity is to create your own dice with children and young people you work with. Use the same template, but this time use a blank one and get them to fill it in with their own ideas!





ONLINE AND HYBRID PLAY

Digital and online play are not going away anytime soon. In many parts of the world, children are spending more time online in front of screens. Whether it's to connect with friends, meet other Amnesty activists, or simply to unwind and connect via social media, it's important that we also consider how we can utilize play in the digital world.

It might not always be possible to engage with children in person, whether it's due to resources, capacity, or even geographical spread of people. Working online or digitally is part of how we work now. Of course, it's also important to note that working online is a privilege that not everyone has access to.

A report conducted by UNICEF and The LEGO Foundation found very interesting results on play and well-being in the digital age.¹⁶ Play online can contribute to emotional regulation, social connection, empowerment, and creativity.



Tips for engaging children and young people playfully online

Bring in movement, think outside the (digital) box and have some fun with it! Just because we are online, doesn't mean we can't move our bodies and get creative. Here are some ideas for bringing play into the online world:



Movement mimicry: One participant initiates a movement, and everyone must replicate it. This activity fosters teamwork and creativity while encouraging participants to synchronize movements. You can always adapt this activity for children and adolescents with disabilities.



Treasure hunt: Organize a race to find specific items. Participants have 30 seconds to scavenge for items (e.g. something blue, something round, something beginning with first letter of name), promoting quick thinking and observation skills.



Hand voting and reactions: Use hand signals to vote or react to prompts, enhancing engagement and participation in discussions.



Dance break: Take a break by following a fun dance routine from a YouTube video, energizing participants and promoting physical activity.



Symbol search: Participants find objects representing Amnesty International or freedom, sparking discussion and personal reflection on human rights (for example: This lamp represents light and freedom! This notebook represents freedom of expression!)

¹⁶ Daniel Kardefelt Winther, Responsible Innovation in Technology for Children, UNICEF, April 2024, available at <https://www.unicef.org/innocenti/reports/responsible-innovation-technology-children>



Creative dress-up: Invite participants to wear funny hats or specific colours to the meeting, fostering a lighthearted atmosphere and individual expression.



Shape-shifting fun: Participants form various shapes with their bodies based on prompts, encouraging creativity and physical expression.



Future visioning: Imagine life in the year 3000 and discuss personal visions of the future world, and turn this into brainstorming for present-day human rights actions.



Amnesty candle creativity: Brainstorm silly uses for the Amnesty candle, promoting creative thinking and humour within the group.



Word association game: Start with one word and continue with word associations, fostering imagination and laughter among participants. (for example, one person says 'human', the next person says 'person', the next person says 'equality', and so on).



Counting challenge: Attempt to count to 20 as a group without repeating numbers at the same time, encouraging teamwork and concentration.



Creative self-portraits: Participants draw pictures of themselves or their partners, using traditional paper or online platforms to express creativity and connection.



Apple drawing exercise: Draw as many different things related to an apple, promoting creativity and diverse perspectives.

PLAY AND HUMAN RIGHTS

It is well known that Amnesty International deals with some of the most challenging and complex issues facing the world today. It is therefore important to note that when incorporating play into discussions or activities surrounding sensitive or harrowing topics like human rights abuses, it's crucial to approach the matter with utmost care, empathy and sensitivity.

Bringing play into human rights work can be a powerful and effective way to engage people, raise awareness, and promote social change. Play is also a way to think of an issue or topic differently, to get to know one another, to build connections and to relax.



8+

PLAYbreak



Collaborative Story Building

Explanation: Participants build a story collaboratively, adding sentences one by one. You can encourage drawing by asking people to draw the story in a comic strip form

Objective: Foster creativity and storytelling skills.

Materials Needed: Timer, story cubes (optional), comic strip template (optional)

Human Rights Modification: Focus the story on human rights topics or activist narratives.

5+

PLAYbreak



Storyboard Crafting

Explanation: Create stories using images from newspapers or magazines on a storyboard.

Objective: Encourage storytelling and creativity.

Materials Needed: Newspapers, magazines, storyboard sheets.

Human Rights Modification: Prompt participants to create stories focusing on human rights issues or activism.

Working on sensitive topics or issues

Even though we work on sensitive topics and issues, play can be used in a thoughtful and caring way. For example, *The Thoughtshop Foundation*¹⁷ build community and create games in their work with children and young people across West Bengal, India. They have been using games and play for years to help speak about sensitive or 'taboo' topics. Using games in their work helps them to create safe spaces for listening, sharing ideas or fears, and makes it easier to address sensitive issues such as sexuality or violence.

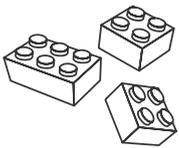


Let's build a better future with LEGO!

Amnesty International Netherlands has used LEGO in workshops with young people on ethnic profiling in the Netherlands. LEGO is a great way to incorporate play into your work.

Explanation: This activity engages young participants in a creative exploration of complex concepts related to happiness, discrimination, equality, and social change using LEGO bricks. It serves as an icebreaker and familiarizes participants with the LEGO medium before delving into deeper discussions.

Materials Needed:



LEGO bricks, divided into sets for each small group.

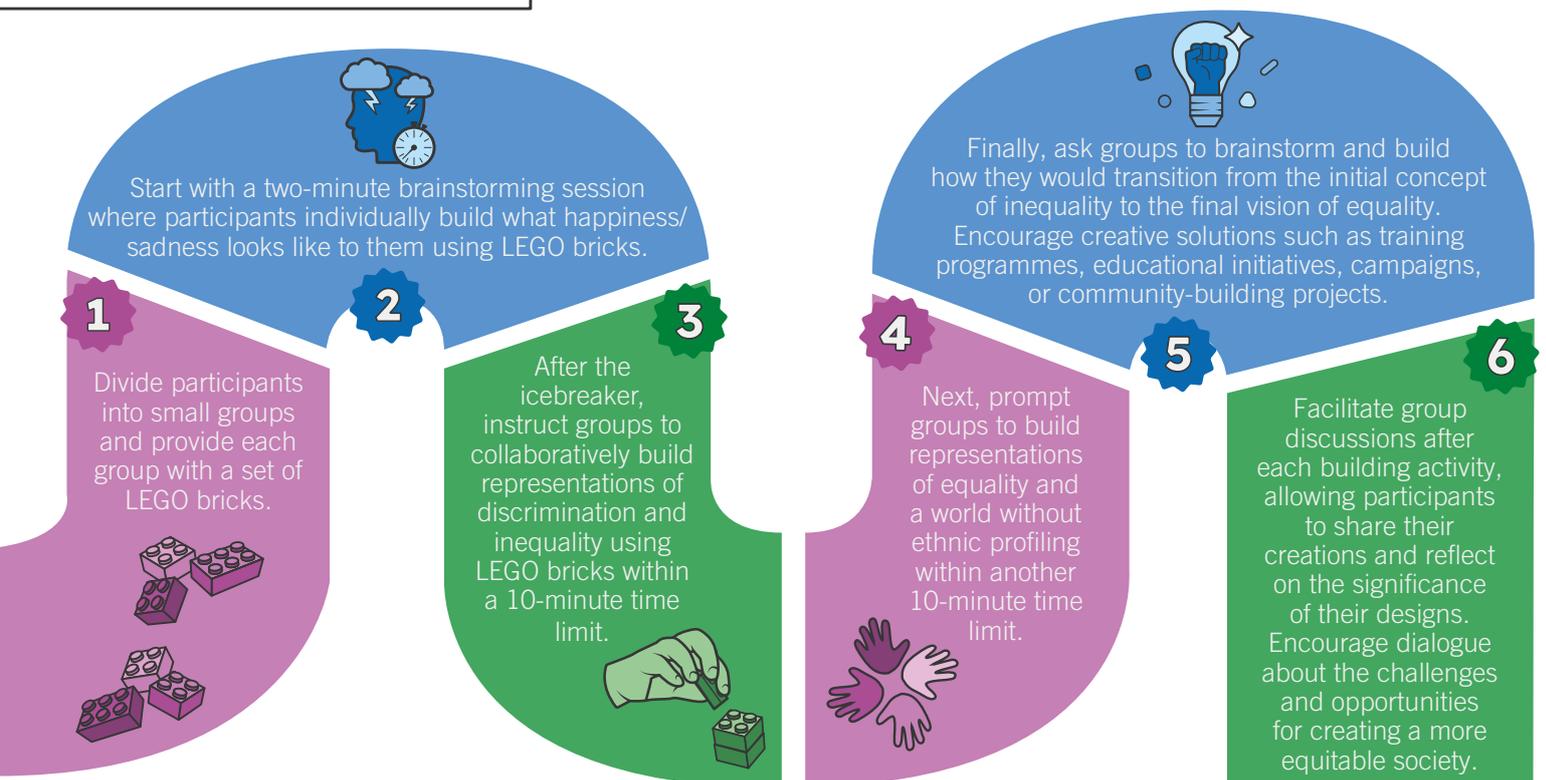


Timer or stopwatch to track brainstorming and building time.



If you don't have LEGO, small pieces of paper cut into different shapes and sizes will do!

Instructions for facilitator:



Age suitability: Suitable for participants aged 8 and above, as younger participants may require more guidance and support with complex concepts and LEGO building.

8+

PLAYbreak



Human Rights Word Search

Explanation: Find words related to human rights in a word search puzzle.

Objective: Initiate a discussion about human rights.

Materials Needed: Word search puzzle, pens or pencils.

Human Rights Modification: Create a custom word search focusing on specific human rights topics or activists. There are a lot of free websites that generate these for you, or you can create your own by first adding the words to a grid and then adding random letters around this.

PLAY GLOSSARY



Open Play: Unstructured play where children use their imagination and creativity without specific rules or guidelines. It encourages exploration, experimentation and invention.



Constructive Play: Play that involves making, doing, testing, and working towards new goals. It often includes activities like building blocks, creating art, or solving puzzles, promoting creativity, problem-solving and skill development.



Imaginative Play: Play where children take on roles and act out scenarios, often imitating real-life situations or creating fantastical worlds. It helps develop social skills, empathy and creativity.



Physical Play: Play that involves physical activity and movement, such as running, jumping, climbing, or Playing sports. It promotes physical health, coordination and motor skills.



Sensory Play: Play that engages the senses, including touch, sight, hearing, and sometimes taste and smell. Activities may include playing with sand, water, Playdough, or exploring different textures and materials. It encourages sensory exploration, cognitive development and creativity.



Social or Cooperative Play: Play that involves working together with others towards a common goal. It helps develop teamwork, communication skills and social interaction.



Structured Play: Play with specific rules, guidelines, or objectives set by adults or organized activities. It can include board games, organized sports, or guided crafts. It promotes following rules, strategy and skill development, within a defined framework.



Creative Play: Play that involves using art and crafts to have fun, get messy or simply create something, which can be done individually or together.

PLAYBREAK INDEX

1 Paper Aeroplane Race

Explanation: Create paper airplanes and compete to see which flies the farthest.

Objective: Fun competition and creativity.

Materials needed: Paper.

Human rights modification: Incorporate questions or prompts related to human rights on targets or checkpoints. If a plane lands on a target, they need to answer a question on human rights.

2 Amnesty Candle Brainstorm

Explanation: Participants think of various ways to use the Amnesty candle within a 60-second time frame.

Objective: Encourages creative and divergent thinking.

Materials needed: Pen, paper.

Human rights modification: You could use different human rights symbols and ask players to draw as many things that come to mind when they think of 'freedom', for example.

3 Guess Who?

Explanation: Participants select and wear a paper with a person, animal, object, or concept without looking. Others guess what is on their paper using only yes or no questions.

Objective: Team building.

Materials needed: Pieces of paper, writing utensils, something sticky to put the paper on the head.

Human rights modification: Instead of random words, use human rights-related topics (such as the right to a fair trial) or human rights activists as the subjects (Ahed Tamimi or Peter Benenson)

4 Scavenger Hunt

Explanation: A scavenger hunt is a game in which participants search for specific items or complete tasks from a list, often within a set time limit. The goal is to find all the items or complete all tasks, either individually or as a team, while exploring an area. It's a fun, interactive way to encourage creativity, teamwork, and problem-solving skills

Objective: Foster movement and teamwork.

Materials needed: List of items or clues, outdoor space.

Human rights modification: Include items or tasks related to human rights themes (for example, find something that represents justice to you)

5 Nature Art Creations



Explanation: Players use natural materials to create sculptures or patterns.

Objective: Encourage creativity and sensory exploration.

Materials needed: Natural materials like leaves, sticks, flowers, stones.

Human rights modification: Challenge participants to create art representing human rights themes or symbols.

6 Scribble Transformation



Explanation: Add to existing scribbles to create new drawings or patterns.

Objective: Encourage creativity and imaginative play.

Materials Needed: Paper, drawing utensils.

7 Dice Dare



Explanation: Roll some dice with dares or questions to answer. Each time a participant rolls a dice they are asked to answer a question or a dare.

Objective: Engage participants in interactive and fun challenges.

Materials needed: Printed dice with dares or questions.

Human rights modification: Use a dice focusing on human rights topics or campaigns. Use the dice template provided in this PLAYbook, cut it out and add your own prompts or symbols.

8 Collaborative Story Building



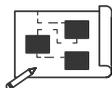
Explanation: Participants build a story collaboratively, adding sentences one by one. You can encourage drawing by asking people to draw the story in a comic strip form

Objective: Foster creativity and storytelling skills.

Materials needed: Timer, story cubes (optional), comic strip template (optional)

Human rights modification: Focus the story on human rights topics or activist narratives.

9 Storyboard Crafting



Explanation: Create stories using images from newspapers or magazines on a storyboard.

Objective: Encourage storytelling and creativity.

Materials needed: Newspapers, magazines, storyboard sheets.

Human rights modification: Prompt participants to create stories focusing on human rights issues or activism.

10 Human Rights Word Search

Explanation: Find words related to human rights in a word search puzzle.

Objective: Initiate a discussion about human rights.

Materials needed: Word search puzzle, pens or pencils.

Human rights modification: Create a custom word search focusing on specific human rights topics or activists. There are a lot of free websites that generate these for you, or you can create your own by first adding the words to a grid and then adding random letters around this.

Bonus **PLAY**breaks

11 Bingo Icebreaker

Explanation: Play bingo using personal experiences or characteristics.

Objective: Get to know participants and promote sharing.

Materials needed: Bingo cards, pens.

Human rights modification: Customize bingo cards to include human rights experiences or activist names.

13 Egg Drop Challenge

Explanation: In teams, players must design contraptions to drop an egg from a height without breaking it.

Objective: Team building and problem-solving.

Materials needed: Uncooked eggs, recycled materials (newspaper, cardboard, string, balloons, tape, or whatever other random recycled materials you can find).

Human rights modification: Discuss the concepts of equality and fairness by giving different teams unequal resources, and discuss how this made them feel afterwards.

14 Tallest Tower Challenge

Explanation: Build the tallest tower using various materials within a time limit.

Objective: Promote constructive play and creativity.

Materials needed: Various materials like pasta, clay, LEGO bricks.

Human rights modification: Reflect on the importance of collaboration and resource-sharing in achieving goals.

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Clowning and play

Clowns Without Borders. (n.d.). Clowns Without Borders website. Retrieved February 11, 2024, from <https://www.clownswithoutborders.org>

A nonprofit organization that uses clowning as a tool to bring joy, laughter, and resilience to children, particularly in crisis-affected regions. The site highlights the therapeutic power of clowning and its educational benefits for children in difficult circumstances.

Tritter, L. (2011). Clowning for Kids: An Introduction to the Art of the Clown. Wyzant.

A resource introducing the basics of clowning for young children. It outlines essential techniques for creating engaging, fun, and educational clown performances that help children explore their emotions and creativity through play.

Online play

There are some great online tools that exist now and can really help in introducing play online. It's important to not overcomplicate it and only use tools that you are comfortable with as a facilitator. Some tools include:

ABCmouse (Paid) ABCmouse. (n.d.). ABCmouse website. Retrieved February 11, 2024, from <https://www.abcmouse.com>

A comprehensive learning platform for young children (ages 2-8) offering interactive activities in subjects like math, reading, and art. It provides a well-rounded curriculum with games, puzzles, and educational lessons.

BrainPOP BrainPOP. (n.d.). BrainPOP website. Retrieved February 11, 2024, from <https://www.brainpop.com>

An engaging educational site for kids, offering animated videos, quizzes, and games across a wide range of subjects, including science, math, English, and social studies.

CoolMath4Kids CoolMath4Kids. (n.d.). CoolMath4Kids website. Retrieved February 11, 2024, from <https://www.coolmath4kids.com>

A fun and interactive website focused on making math enjoyable. It provides games, lessons, and puzzles designed to teach math concepts in an engaging way for children ages 3-12.

Crayola Crayola. (n.d.). Crayola website. Retrieved February 11, 2024, from <https://www.crayola.com>

The official Crayola site offers creative resources, including coloring pages, crafts, and art tutorials to encourage kids' artistic expression and develop their creative skills.

Funbrain Funbrain. (n.d.). Funbrain website. Retrieved February 11, 2024, from <https://www.funbrain.com>
Offers a variety of games and activities that promote learning for children in grades PreK-8. Topics include math, reading, and problem-solving, making learning fun and engaging.

GoNoodle GoNoodle. (n.d.). GoNoodle website. Retrieved February 11, 2024, from <https://www.gonoodle.com>

A platform designed to get kids moving through short, energetic videos. It includes dance routines, mindfulness exercises, and other activities to promote physical activity and well-being.

Highlights Kids Highlights Kids. (n.d.). Highlights Kids website. Retrieved February 11, 2024, from <https://www.highlightskids.com>

The website version of the popular Highlights magazine, offering puzzles, games, jokes, and educational content designed to stimulate creativity and problem-solving in children.

Kahoot Kahoot. (n.d.). Kahoot website. Retrieved February 11, 2024, from <https://kahoot.com>

A game-based learning platform where teachers and students can create and participate in fun quizzes and surveys. It's ideal for engaging students in group learning activities.

Mentimeter Mentimeter. (n.d.). Mentimeter website. Retrieved February 11, 2024, from <https://www.mentimeter.com>

A tool designed for interactive presentations and real-time feedback, allowing children, teachers, or event participants to engage with content through polls, quizzes, and live questions.

Miro Miro. (n.d.). Miro website. Retrieved February 11, 2024, from <https://miro.com>

A collaborative online whiteboard tool used for brainstorming and organizing ideas. It is often used in classrooms for group work, mind mapping, and creating visual projects together.

More and More World More and More World. (n.d.). More and More World website. Retrieved February 11, 2024, from <https://moreandmore.world>

An interactive platform offering global educational resources and activities designed to engage children in understanding different cultures and promote global awareness through fun, interactive experiences.

National Geographic Kids National Geographic Kids. (n.d.). National Geographic Kids website. Retrieved February 11, 2024, from <https://kids.nationalgeographic.com>

A site filled with educational content about animals, science, geography, and the environment. It features videos, quizzes, and articles designed to engage kids in learning about the natural world.

Nick Jr. Nick Jr. (n.d.). Nick Jr. website. Retrieved February 11, 2024, from <https://www.nickjr.com>

Offers games, videos, and educational activities based on Nick Jr. TV shows, such as "Dora the Explorer" and "Paw Patrol." The content is geared towards preschoolers (ages 2-6).

Osmo (Paid) Osmo. (n.d.). Osmo website. Retrieved February 11, 2024, from <https://www.playosmo.com>

An interactive learning system that combines physical play with digital gameplay. It helps children learn subjects like math, reading, and creativity through hands-on activities and games.

Outdoor Play Outdoor Play. (n.d.). Outdoor Play website. Retrieved February 11, 2024, from <https://www.outdoorplay.com>

This site encourages children to engage in outdoor physical activities and games, offering ideas and products to inspire active, creative play outside.

Quick! Draw! Google. (n.d.). Quick! Draw! Retrieved February 11, 2024, from <https://quickdraw.withgoogle.com>

A fun drawing game where children sketch objects, and the AI attempts to guess what they're drawing. It helps children explore creativity while playing an interactive guessing game.

RoomRecess RoomRecess. (n.d.). RoomRecess website. Retrieved February 11, 2024, from <https://www.roomrecess.com>

Offers educational games focused on improving math, reading, and problem-solving skills for elementary school children. The site is ad-free and provides a safe learning environment.

Scholastic Learn at Home Scholastic. (n.d.). Scholastic Learn at Home website. Retrieved February 11, 2024, from <https://classroommagazines.scholastic.com/support/learnathome.html>

Provides free learning resources for children, including daily activities, worksheets, and projects across a wide range of subjects like science, reading, and arts.

Slides with Friends Slides with Friends. (n.d.). Slides with Friends website. Retrieved February 11, 2024, from <https://slideswith.com>

A platform for creating interactive, engaging slides for events, meetings, or educational purposes. It includes features like quizzes, icebreakers, and team-building activities, suitable for online or live environments.

Starfall Starfall. (n.d.). Starfall website. Retrieved February 11, 2024, from <https://www.starfall.com>

An educational site designed to teach children reading and math through interactive games and engaging lessons for preschool through 2nd grade.

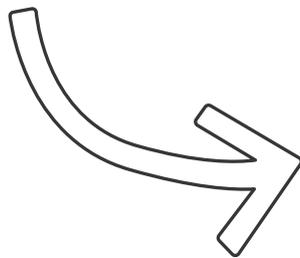
Turtle Diary Turtle Diary. (n.d.). Turtle Diary website. Retrieved February 11, 2024, from <https://www.turtlediary.com>

A website filled with games, puzzles, and activities to help children learn math, language, and other subjects through fun, interactive games suitable for early learners.

The LEGO Foundation. (n.d.). Learning through play. Retrieved February 11, 2024, from <https://learningthroughplay.com/>

The website Learning Through Play by the LEGO Foundation provides resources, research, and insights on how play is essential to children's development. It offers educational materials, research findings, and practical suggestions for educators, parents, and caregivers on how to incorporate play into learning environments.

Print the
PLAYcards!



Instructions

Playcards are a set of cards containing lots of different ways to play. These cards help you explore play and introduce play into your work at Amnesty International. There are many ways to play and have fun with them. These playcards can mostly be played with children 8+, or adapted slightly to suit the age group you are working with.

How to use the cards:

1. Let the child/young person choose a card at the beginning of the meeting, at the middle of the meeting as a playbreak or at the end of the meeting to close the session.
2. Depending on the amount of time you have (check the clock symbol) or the materials you have to hand (by the X symbol), or if you are playing the game online, you can filter out which game might suit
3. Once someone has chosen a card, it's time to play!
4. Facilitator cards: There are 8 facilitator cards, these can be used before or during a meeting for the facilitator to bring in more play or help plan a playful session
5. Blank cards: There are 5 blank cards in the pack so you, or the children you work with can also add ideas in
6. Each card has a suggested time icon (2mins-15mins+) which is based on a group of 10 participants, so can be adjusted to match the group you are working with. Each card also has a play icon (movement play, creative play, imaginative/thinking play)

Bonus games:

1. Matching pairs: Each card has an image below the main game. Each image is part of a matching pair. One fun game to play is everyone is given a card and must find the person with the same symbol as them. Each image is also part of a group of images (e.g. nature, and animals), participants can also find their matching groups.
2. Storytelling: Each participant is given a card, the first person begins with a sentence related to the image on their card, the next person adds a sentence to story, based on their image, and so on until everyone has shared and as team you have created a short story.
3. Finding connections: Each card has an image on the bottom. Draw two cards, and think of any connections between the two images (e.g. what does a snake have in common with a tree?) Ask for possible differences or similarities between the cards

Press
PLAY!

Press

PLAY

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PLAY

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PLAY

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PLAY

Press

PLAY



Once upon a time...

Create a story based on an image. e.g. image of an alien, sunset, apple. Start with one sentence, the next person adds a sentence.



Swap places

One person starts with choosing an identifier, e.g. everyone wearing blue must swap places, everyone with a sister swap places. Remove a chair or space, the person who doesn't find a seat must say the next identifier.



Lights, camera, action!

Act out your favourite movie. The rest of the group must guess.



Goal!!!

Everyone must act out scoring the winning goal of a football game.



Count to 20

The group must count to 20 without saying the same number twice or communicating with each other. If two people speak at same time, start over!



Upside-Down Drawing:

Try to draw a picture while the paper is upside down. Exchange drawings with a partner and try to guess what each other drew.



Create your own alien

What do they look like? What do they eat? How do they communicate? Create a backstory and act it out/ or draw, and then explain it to your group.



Treasure hunt!

Find something blue, something round and something that represents Amnesty to you. First person to do so, wins!



Scribble Transformation

Everyone scribbles on a piece of paper.

Pass the scribble to the next person.

They must turn the scribble into something new.



Press

PLAY

Press

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PLAY

Press

PLAY



Staring game

1. Everyone needs to look at the floor once the game leaders says: heads down. When the game leader says: heads up everyone needs to look at someone.

2. The two players that make eye contact and look at each other are out of the game



Guess what I see?

Each player will pick an object or colour inside the room. Then they will describe this to the rest of the group. Everyone needs to guess.



Stranded!

If you were lost on a desert island, what three things would you take with you? Ask everyone in the group what they would bring and why.



Connected or not?

Look at your card and the person beside you, look at the symbol at the bottom of the card. Is there any connections between these two symbols? Discuss!



Would you press it?

Look at this big red button, you have no idea what it will do if you press it...do you press it? Go around the group and ask everyone if they would press it or not and why.



Find your match!

Give everyone a card. Look at the icon on the bottom of the card - now find the person with the same symbol as you.



Amnesty in an object

Find an object that represents Amnesty International to you. You have 30 seconds to find something!



Provoking opinions game:

Divide the room in two. The left one being **agree** and the right one **disagree**. The game master will share a few opinions and ask a few players why or why they agreed or disagreed. They can be fun ideas like 'Would you rather talk to animals or speak every language' or human rights related.



Creative Self-portraits:

Participants draw pictures of themselves or person next to them, using paper or online platforms.



Rock, paper, scissors

1. Play the usual rock, paper, scissors game
2. When someone loses, they must then support the winner and cheer them on in their next game
3. As the winners of each game move forward, the support gets bigger and bigger. Until there are two players left, each with a cheering team behind them



Apple?

Draw as many different things related to an apple. One minute, go.



4 Corner game:

Each corner of the room will be a number. You start the game in the middle of the space. The game master calls out a corner and everyone needs to run as fast as they can to the corner.



Bringing nostalgic memories

HARD

1. For the workshop ask people to bring an object or picture to the meeting. Something of personal value. Ask them to write this down.
2. Before the meeting: ask everyone to put them in a big box.
3. Now the person in charge will go through one of the objects one by one. Everyone needs to guess which object and story fits each person.



Bringing nostalgic memories

EASY

1. Ask people to find one photo in their phone gallery that they love before the meeting starts
2. Ask them to share their photo and why they love that photo



Remember remember!

1. You start by sharing a fun fact about yourself.
2. The next person needs to repeat that fact and then share a fun fact about themselves as well
3. The third person repeats the two facts and also shares one and so on...
4. If someone forgets a fact you need to start over.



Cards for humanity

1. First player chooses a topic related to human rights and opens with it.
2. Every player needs to think of a way to find a solution for the issue. This can be as dreamy as possible.
3. The player that chooses the topic needs to pick their favourite solution. The person that came up with that solution gets a point.
4. Once the rating is done, switch to the next person until everyone has picked a topic and rated their favourite one.
5. The person with the most points wins.



Human rights alphabet

1. The first person needs to come up with a word related to human rights.
2. The last letter of that word needs to be the first letter of the next word. For example: Unicef, Feminist, Torture...
3. This goes on until you can no longer come up with a word.



Storytime

Give everyone a card. Create a story based on the symbol at the bottom of each card. Each person says one sentence.



Press

PLAY

Press

PLAY

Press

PLAY

Press

PLAY

Press

PLAY

Press

PLAY



 Blank playcard

 Blank playcard

 Blank playcard

 Blank playcard

Scavenger hunt

EASY

1. Find an object around the room
2. Explain how it could be related to human rights



 15+

Ask away SpeedDating:

1. Make partners
2. Choose a random topic. You could ask these questions or add others: Describe your perfect PLAY date! Which friend are you with? or What colour do you feel like today?
3. Give the players 2min time to talk about their topic
4. When the timers stop everyone needs to switch partners. As game leader, choose another topic. This goes on until everyone gets to chat with everyone.



 10

Walking outside (if the weather allows it)

1. Let people outside with a pen and paper. Ask them to write down 5 things that they have noticed outside
2. Everyone needs gather back inside or online after the 10/15 minutes. Once inside, ask everyone to share those 5 things



 20

Partners in drawing:

1. Give everyone a pen and paper.
2. Make partners. Each couple needs to sit against each other's backs.
3. Divide the partners into groups A and B.
4. Each person will draw something. The drawing needs to be easy.
5. Person A will then explain to B what their drawing is, without mentioning what it is.
6. Person B needs to draw according to the instructions of Person A. Afterwards you both switch.
7. The couple that has the most accurate drawing wins.



 10

Music time!

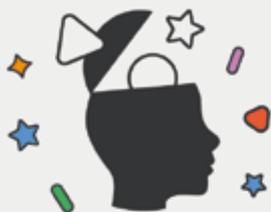
Play musical chairs or musical statues:

1. Get some chairs.
2. Play some music + start dancing.
3. Remove one less seat per round, so there are less and less seats.
4. Once the music stops, find a seat quickly!
5. The person who does not get a seat, is out!
6. Keep going until there is a winner.



 10

Begin the session with a game chosen by the participants.



 **Facilitator card**

Can you change the space? Use creative props (from beanbags to putting the chairs in a different formation, to adding cushions, to putting up posters, balloons).



 **Facilitator card**

Set a timer for every 10mins, and each time it goes off, create a new rule. e.g., Do a twirl and jump before speaking, Everytime you say 'Amnesty' must use the word 'banana'



 **Facilitator card**

Host your session in a new location - what about outside or in a new room?



 **Facilitator card**

Put on a random timer and each time it goes off, everyone must act like an animal, or everyone must swap places in the session.



 **Facilitator card**

Instead of asking people to write, why not ask them to draw, or use Playdough or lego in a session?



 **Facilitator card**

Ask someone to take notes of the meeting using only drawings.



 **Facilitator card**

Roll some dice, and whichever number it lands on corresponds to a play idea:

1. Bring in a traditional game to the action (hide and seek, snakes and ladders...)
2. Use props in some way for your action (LEGO, playdough...)
3. Bring movement into your action (dance, movement...)
4. Can you bring music into your action in some way?
5. Gamify your action in some way (players get points for joining in/scoring points)
6. Bring creativity into the session (paint, markers...)

 **Facilitator card**

 **Blank playcard**

Hide and Seek

Hide one object in the room. Everyone must close their eyes, and first one to find it wins!



Build the Story

1. Set a timer for 5mins (or shorter if you have no time).
2. One person says a word, the next person says another word to build the story, and so on.
3. Keep going for 5mins and see what story you have created!



Amnesty Candle Brainstorm

Think of 10 silly or fun ways to use the Amnesty candle. You have 60 seconds! Share your candles with each other at the end.



Guess Who?

Participants write down a person, animal, object, or concept on a piece of paper.

Give it to one other person and they stick it on their heads. They must guess what's on their head without looking and asking only yes or no questions.



Scavenger hunt

HARD

1. Get some other small objects.
2. Hide and spread them across the space.
3. If you are with a big group ask them to form teams. Otherwise everyone will play individually.
4. Put a timer on.
5. Let them search for the objects.



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