

HOW TO USE A P.O.W.E.R. ACTIVITY FOR YOUR PROGRAM OUTCOME

YOU CAN MODIFY P.O.W.E.R. AND OTHER PLAY ACTIVITIES TO MEET DIFFERENT LEARNING OBJECTIVES.

Note: You do not always need to do the steps in this order.



1.

IDENTIFY A CLEAR LEARNING OBJECTIVE, OR KEY LEARNING.

Example: A learning objective for a child rights club is:

TO IDENTIFY ☒ **NEEDS** ☒ **RIGHTS** ☒ **RESPONSIBILITIES**

2.

THINK ABOUT WHAT CHILDREN NEED TO DO TO MEET THE LEARNING OBJECTIVE. DO CHILDREN NEED TO **KNOW** SOMETHING, USE A **SKILL**, OR FORM AN **ATTITUDE**?



KNOW



SKILL



ATTITUDE

Example: This learning objective requires children to know something. First they need to be able to differentiate wants and needs. Then they can learn to connect universal needs with rights and responsibilities.

3.

ONCE YOU KNOW WHAT CHILDREN NEED TO DO TO MEET THE LEARNING OBJECTIVE, THINK OF THE TYPES OF ACTIVITIES THAT HELP THEM DO THIS.

Example: Activities that help develop the knowledge to meet the learning objective:

- Activities where children identify different kinds of wants and needs.
- Activities where they decide if something is a want or need.
- Activities where they reflect on the relationship between needs, rights, and responsibilities.



4.

THINK OF PLAYFUL ACTIVITIES OR GAMES THAT DEVELOP THE LEARNING OBJECTIVE.

Ask yourself: What are the children's interests? What are activities that they are familiar with, or find engaging?

You can look at P.O.W.E.R., think of other games the children enjoy, or make up your own! **Remember you can CHANGE the activity/game for the learning objective.**

Remember: If your session has a sensitive or serious topic, reflect on how you can use play in appropriate and safe ways.



Example:

We can play a game where children differentiate wants and needs. The needs can reflect rights in the UNCRC¹ or another document in your country. After the game, we can use discussion to introduce the concept of rights and connect rights to responsibilities.

Evens and Odds (P.O.W.E.R. pp. 120-121) is a game where players form two teams called "Evens" and "Odds". Teams chase each other to different ends of the playing area, depending on the answer to a math equation.



To change it for the learning objective, you can name one team "Wants" and the other "Needs". Instead of a math equation, the Game Leader shows and reads aloud a want or need. If it is a want (e.g., "to eat candy"), the "Wants" chase the "Needs". If it is a need (e.g., "to be safe"), the "Needs" chase the "Wants".



¹ United Nations Convention on the Rights of the Child: <https://www.unicef.org/child-rights-convention/convention-text>

5.

PLAN HOW TO FACILITATE THE ACTIVITY.

Some things to think about are:

A)

What decisions can children make in the activity?

Example:

- **Materials:** Children can create cards with things they need and want.
- **How to play:** Children can set the size of the zones in the playing area.



Some ideas are:

- **Flexible materials:** Children can decide what to use, how to use them, or even make their own.
- **How to play:** Children can lead their play and set rules. As they play, they can choose to do the task in different ways. (E.g., in a creative play activity, they can decide to draw, create a song, or build a model.) They can also use their own ideas to solve problems, to make the activity easier or more challenging, or to play differently in the next round.

You can read more about these strategies on pages 16-18 of the P.O.W.E.R. manual.

As you work with children to modify the activity, make sure it still meets the learning objective, and that they don't focus more on the new rules than the learning objective.

B)

How will you help the children meet the learning objective?

Example: You can join the game to model how to play. To help children think critically about wants and needs and recognize the difference, you can ask them to explain why an item was a want or need after each round. This also helps you introduce the concept of rights after the game.



6.

THINK OF QUESTIONS THAT HELP CHILDREN MEET THE LEARNING OBJECTIVE. You can change the Opening and Closing Reflections in P.O.W.E.R. and ask questions during the activity. You could ask:

QUESTIONS THAT BRING OUT THEIR LIVED EXPERIENCES AND PREVIOUS KNOWLEDGE ON THE TOPIC.

Example:

What are some other needs children like you and your friends have that weren't mentioned in the game?

QUESTIONS ABOUT HOW THEY EXPERIENCED THE LEARNING OBJECTIVE DURING THE ACTIVITY.

Example:

In the game, did any of the needs seem like wants? Which ones? Why?

QUESTIONS THAT BUILD THEIR KNOWLEDGE OR SKILLS BY GETTING THEM TO THINK MORE DEEPLY.

Example:

Are wants and needs different for different children? Explain.

QUESTIONS THAT CHALLENGE THEM TO APPLY THE NEW LEARNING.

Example:

If all children have rights, what responsibility do we have in how we treat one another?



As you use play-based learning, remember to apply your organization's trainings and guidelines to make sure all children are physically and emotionally safe, and able to participate fully.