

Total time

**45-60**  
minutes

Age group

**8-14**  
years



# INTERNATIONAL DAY OF PLAY

Lesson Plan

# STUDENT LEARNING OBJECTIVES

In this session, learners will:

- Understand what the right to play means and why it matters.
- Explore the benefits of play for learning, well-being, and creativity.
- Identify barriers that prevent children from playing.
- Use their voice and ideas to create solutions that help make the world more playful.

## CONTENTS

This lesson plan contains instructions for teachers to use alongside the given powerpoint presentation.

[Please access the presentation slides here.](#)

Please note: Part 1 and Part 2 are to be delivered in the same session.

### Part 1: Introduction (10 minutes)

- Slide 1: Educator Summary
- Slide 2: Choose play – every day! International Day of Play 2025
- Slide 3: I can describe what a right is. I can explain why play is important. I can explain how I can use my voice to make a difference

### Part 2: Discussion Space (10 minutes)

- Slide 4: Talk about it: What does it mean to play?
- Slide 5: Did you know? You have a right to play.
- Slide 6: What is preventing children from playing?
- Slide 7: Time to think...How can we make the world more playful?
- Slide 8: Optional slide: Ideas to help children play

### Part 3: Time to Create! (35 minutes)

- Slide 9: Time to create...Something that makes the world more playful
- Slide 10: Time's up!
- Slide 11: Time to share!
- Slide 12: What's next? Who would you like to encourage to play?
- Slide 13: Well done everyone!



## PART 1: CONTEXT (SLIDE 1)

### SLIDE SUMMARY

Play is essential and it is a right for every child. That's why global leaders came together this year to make International Day of Play on 11 June: A day dedicated to the power of play.

### KEY TERMS

Right, Play, Barrier, Prevent

### CHILDREN STATEMENTS

I can describe what a right is.

I can explain why play is important.

I can explain how I can use my voice to make a difference.

## PART 2: INTRODUCTION

### Slide 2: Choose play – every day! International Day of Play 2025

- Before starting, explain to the children that this activity is all about sharing your ideas and your voice is a safe space – where no idea is wrong, where all ideas are valued.
- Children's voices need to be heard on matters that are important to them...like play! Let's get started!

### Slide 3: I can describe what a right is. I can explain why play is important. I can explain how I can use my voice to make a difference.

- Introduce the children to the topic for activity and the learning targets.
- This activity is about children's right to play. At the end of this activity, children will be able to explain what a right is, why it is important to play, and how they can raise their voice to make a difference.



#### Top tip:

Check out this [video](#) about International Day of Play to see if you would like to share it with your students!

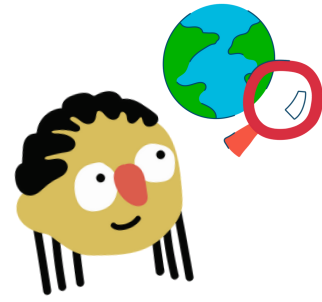
## PART 2: DISCUSSION SPACE

### Slide 4: Talk about it: What does it mean to play?

Engage children with questions like:

- What do you think of when you hear the word “play?”
- What does it mean to play if you’re a child?
- What does it mean to play if you’re an adult?
- Who else plays?

Tell children that they’re going to learn all about play by playing!



### Slide 5: Did you know? You have a right to play.

- Depending on children’s pre-existing knowledge, you may need to support them in understanding what “rights” are.
- A student friendly definition of “rights” is promises and rules that everyone has in the world. For example: It doesn’t matter where you are in the world; you have the right to play.
- Every person in the world has rights that keep them safe and happy.
- It doesn’t matter where they are from, what they look like, or what they believe in—everyone has these rights.
- These include the right to live freely, to be treated kindly, to say what they think, to go to school, and to work when they grow up.
- No one is allowed to take these rights away from anyone!
- The UN defines “rights” as: “...inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.”
- Ask children to think about the idea of “right to play.” What do they think this means? Do they use this right sometimes? Always? Never?

### Slide 6: What is preventing children from playing?

- Tell children that even though they have the right to play, there are barriers or things that can prevent children from playing.
- [Vocabulary: - **Barrier**: Something that blocks the way or blocks you from doing something. For example, the sea wall is a barrier that stops the seawater from coming into the town. - **Prevent**: Something that stops something from happening. For example, brushing your teeth prevents cavities]

OK, back to the main event...

- Ask the big question: Do you think children are playing less in some parts of the world? Why do you think this is? What is preventing them from playing? Crowdsource for ideas.

### Slide 7: Time to think...How can we make the world more playful?

- Tell children it is time to use their imagination to solve their challenge.
- Their challenge is: How can they make the world more playful? Children will solve this challenge by creating an artifact, object, or other visual representation that describes their idea.
- Start by encouraging children to think about what their idea is and then they'll work to create something that represents their idea. Children will think and plan and then do!
- Encourage children to think about:
  - Boring tasks that could be made more fun
  - How play makes you feel
  - Why play important to you
  - What play looks like to you
- Children can think through their ideas by talking with their peers or by writing down their ideas and then sharing them with their group. There is no right or wrong way to think through your ideas!
- *\*If group work is not a preferred working style, that is totally okay! This activity can also be done individually.*

### Slide 8: Optional slide: Ideas to help children play

- Here are some scenarios to spark ideas:
- *How can we help these children to play -*
- *HANNAH doesn't know how to play. She doesn't think she's really good at anything. What can you create to help Hannah?*
- *THEO lives in a city where there are no safe spaces to play. He can play inside his apartment, but it is crowded and there isn't enough room. What can you do to help him play?*
- *EMMA doesn't have enough time to play. She goes to school and then comes home to help her family with chores. What can you build to help Emma play more?*

## PART 3: TIME TO CREATE!

### Slide 9: Time to create...Something that makes the world more playful

Children will explore the challenge: How can they help make the world more playful?

Remind them to think about which barrier they are helping remove? Is it something to do with time to play, space to play or even ways to play?

Children can use any materials on hand (e.g. paper, recycled material, pens, paint, etc.)

### Slide 10: Time's up!

- Bring this up once the “time to create” is up.

### Slide 11: Time to share!

- Encourage children to share their work and solution. Be sure ask to ask children what barrier (what prevents someone from doing something) to play they were trying to solve and how their solution fixes it.
- Who would you like to share this with to encourage them to play more?

### Slide 12: What's next? Who would you like to encourage to play?

- Ask children for ways that they can get more people to understand the importance of play. Ask questions like:
  - What are some tools they could use to help spread the message?
  - What is important for adults to know about play? How can you tell them?
  - How would you explain to an adult what you know about play?
- Remind children that their ideas are powerful and that they can help make positive changes in the world.

### Slide 13: Well done everyone!

- That's it for this session! Well done everyone and thanks for participating in International Day of Play!

#### For older students (14+ years):

##### **Activity: Host a Youth Debate on the Right to Play**

1. Ask students to work in small groups and prepare arguments for or against this statement:
2. “Play is just as important as schoolwork for children’s development.”
3. Assign roles (affirmative, opposing, moderator, audience) and run short debates between groups.
4. After the debate, each student writes one powerful call-to-action statement or campaign message encouraging more time and space for play.
5. Display the final statements around the room or turn them into a digital campaign board.

#### For younger students (4-8 years):

##### **Activity: Make a “Play Passport” for the World**

1. Give each child a blank folded paper labeled “My Play Passport.”
2. Ask them to draw or stick pictures of four places in the world where they’d like children to be able to play.
3. Help them add a sentence (with support): “I want kids in \_\_\_\_ to play because...”
4. Let each child “stamp” their passport and share their favorite page with the class.

**Congratulations you have completed the International Day of Play lesson plan!**

If you take any photos or videos, please share them with us at [lesson@project-everyone.org](mailto:lesson@project-everyone.org)  
If you post on social media, tag us and use the #InternationalDayofPlay

