

nickelodeonTM

**WORLD
WIDE** **DAY**
PLAY **OF** **PLAY**TM

PARTNER PLAYBOOK

Created in partnership with

THE ASPEN INSTITUTE
**PROJECT
PLAY**

For more resources visit nickcommunity.com

The Nickelodeon logo is displayed in white lowercase letters on a red banner. The background of the entire page is a vibrant yellow with a white speckled pattern. At the top and bottom, there are decorative borders with a dark blue grid pattern, featuring stylized illustrations of various fruits like bananas, strawberries, and avocados in bright colors.

nickelodeon™

WORLD WIDE DAY OF PLAY™

SPREAD THE WORD WITH #WWDOP

This guide is intended for coaches, camp counselors, afterschool program leaders and others who work with kids - middle school and below - to plan a Worldwide Day of Play (WWDOP) event and support ongoing efforts in their programs.

HERE'S WHAT'S INSIDE

Why Kids Lead the Way:

- **DIVE IN:** Introduction and Background on Worldwide Day of Play and The Aspen Institute Project Play
- **ASK KIDS WHAT THEY WANT:** Why Asking Kids What They Want Is Important
- **DEFINE PLAY:** What Play Means for Kids
- **CONSIDER THE BIG PICTURE:** Ideas for Keeping Kids Involved Every Step of the Way
- **MAKE IT COUNT:** Tips for Meaningful Youth Engagement and Tips to Make it Happen

Ways to Engage Kids:

- **START WITH SPORT SAMPLING:** A Sport Sampling Toolkit
- **PLAN YOUR WORLDWIDE DAY OF PLAY:** 7 Suggested Steps for Getting Started for Worldwide Day of Play and Beyond

Additional Resources:

- **PROJECT PLAY PARENT CHECKLISTS:** Find Out if Kids are Having a Positive Experience
- **PLAY WITH PURPOSE:** A Look at Ways to Prioritize Active Play
- **FIND INSPIRATION:** Best Practices in Empowering Kids, from Other Worldwide Day of Play Partners

WHY KIDS LEAD THE WAY

DIVE IN

INTRODUCTION AND BACKGROUND ON WORLDWIDE DAY OF PLAY AND THE ASPEN INSTITUTE PROJECT PLAY

WHAT IS WORLDWIDE DAY OF PLAY?

Worldwide Day of Play is Nickelodeon's commitment to the transformative power of active play. A healthy interest and participation in sports provides kids with the tools and skills needed for a healthy life and community. Nickelodeon encourages kids to **Get Up, Get Out and Go Play** throughout the year and celebrates the life skills active play promotes every September.

WHAT IS THE ASPEN INSTITUTE PROJECT PLAY?

Nickelodeon is proud to partner with the Aspen Institute's Project Play initiative. This endeavor is the nation's first cross-sector effort to make quality sports experiences accessible to all children, regardless of zip code or ability. With Project Play, children's voices are incorporated into the design of youth play.

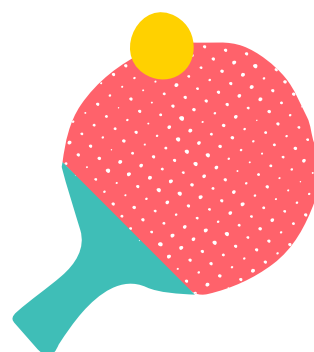
Empowering young people is essential as we look at the components of getting and keeping them engaged and making them part of building their own foundations for a healthy lifestyle. In fact, **Ask Kids What They Want** is the first strategy cited in the Project Play framework (youthreport.projectplay.us), as it reminds stakeholders the first rule of business: Know your customer.

Project Play emphasizes kids' voices in its local, regional and national initiatives. The effort brings children from around the country together to share their experiences with sports through kid panels and feature stories in its *State of Play* reports. Nickelodeon's partnership with Project Play to Ask Kids What They Want is a critical component of ongoing Worldwide Day of Play efforts.

WHAT CAN I LEARN FROM THIS PLAYBOOK?

When kids lead the way in their programs, they make the world a more playful place. This resource guide demonstrates how kids can amplify their voices in programming and how adults can put those ideas to work.

We hope this guide will help you not only plan your Worldwide Day of Play event but ignite the power of kids' voices in your year-round programming in youth sports and recreation.



ASK KIDS WHAT THEY WANT

WHY ASKING KIDS WHAT THEY WANT IS IMPORTANT

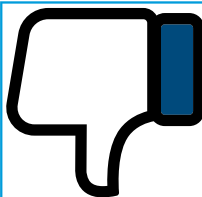
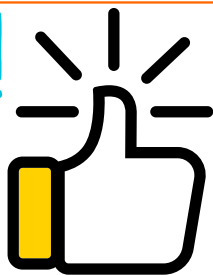
Giving kids a voice across the levels of an organization helps develop a culture of mutual learning and respect. From planning daily activities to informing curricula or influencing program decisions and policies, kids and adults create a lasting impact of healthy lifestyles together.

WHAT KIDS SAY IS THE MOST FUN¹

They want social bonds and access to the action

MORE FUN!

TRYING YOUR BEST
WHEN COACH TREATS PLAYERS
WITH RESPECT
GETTING PLAYING TIME
PLAYING WELL TOGETHER AS A TEAM
GETTING ALONG WITH YOUR TEAMMATES
EXERCISING AND BEING ACTIVE



LESS FUN

WINNING (MUCH LESS OF A PRIORITY
THAN SIMPLY HAVING A CHANCE TO PLAY)
PLAYING IN TOURNAMENTS
PRACTICING WITH SPECIALTY TRAINERS AND COACHES
EARNING MEDALS OR TROPHIES
TRAVELING TO NEW PLACES TO PLAY
GETTING PICTURES TAKEN

COLLABORATION BETWEEN KIDS AND ADULTS IS KEY. AS DECISIONS ARE MADE, HERE'S HOW EACH CAN TRULY BENEFIT:

KIDS WILL...

- develop leadership skills in a scaffolded environment.
- define goals and success on their terms.
- experiment and customize their own activities, learning from their decisions and in collaboration with their peers.
- build new social connections with friends, learning how to interact with various learning and leadership styles.
- gain confidence and develop new forms of expression.
- work together with peers and adults to problem solve.
- define priorities based on their needs and the needs of their peers.
- define their roles within a larger picture of their group and the process of informing program-level decisions.
- express their imagination and discover the means to make their vision a reality.

ADULTS WILL...

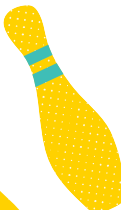
- learn from kids about why they play, how they understand play and what they would like to try.
- add new styles of play, inspired by their kids, to their repertoires.
- model effective leadership through mutual learning.
- transition from a leading role to one of support in defined projects, providing guidance along the way.
- foster positive adult-child and peer-to-peer relationships.
- enhance their understanding of play and its various forms, inspiring a new lens for program planning.

¹ Visek, Amanda J. et al., "Fun Integration Theory: Towards Sustaining Children and Adolescents Sport Participation," Journal of Physical Activity & Health, 2014.

DEFINE PLAY

WHAT PLAY MEANS FOR KIDS

We asked kids around the country what play means to them. Here's what they told us.



“Playing means a lot to me and my family. I have fun and it makes me happy. The skills I learn help me interact with kids at school. For example, I play basketball at recess. I have learned to be a good teammate at practice and at school.”

**EDNA, 3RD GRADE
VOLO CITY KIDS FOUNDATION,
BALTIMORE CITY, MARYLAND**

“I fell in love with sports at an early age, because whenever I was riding in my dad’s car he would always have sports radio playing. I would tell every parent to encourage their kids to participate in sports, because it can be beneficial to them. Sports supports social skills, building friendships, and learning to be a part of a team along with boosting his or her confidence to become successful in their journey of life.”

**OWEN, 5TH GRADE
MOBILE COUNTY COMMUNITY FOUNDATION,
MOBILE COUNTY, ALABAMA**

“My favorite part of gym is friends cheering me on. I feel independent. Let everyone play so different kids can do things in sports, even if they’ve never tried. More Unified (Sports). Have more fun.”

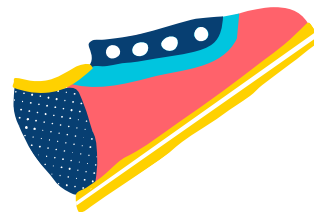
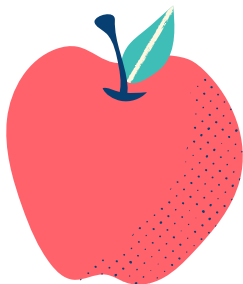
**VIRGINIA
SPECIAL OLYMPICS,
SEATTLE-KING COUNTY, WASHINGTON**

CONSIDER THE BIG PICTURE

IDEAS FOR KEEPING KIDS INVOLVED EVERY STEP OF THE WAY

Think big! Take this opportunity to explore how you can amplify kids' voices every day in your sports and recreation programs.

- **Build a culture of youth engagement.** Have a youth representative present and active to inform program decisions. As the adult lead, guide their participation in the decision-making process, eventually transitioning to a role of support.
- **Plan events together.** Events are a great way to get kids involved in leadership positions. Create and support opportunities for kids to develop activities and a run of show for the event planning process. Be open to conversations about available resources and research for additional support.
- **Support planning for play.** Provide ample opportunities for kids to plan play-based activities—both unstructured and organized—with other kids. Don't hesitate to get down and dirty. Be a kid for the day!
- **Get families up and playing.** Provide opportunities for kids to design activities with their families. Build the activities in time for families to play together through family play days. Host a play expo, where families can lead activities they have created together.
- **Share learnings—and kids!** Work with other local community organizations to invite youth leaders across organizations to lead partner-play days. Offer opportunities for kids to share projects they have been working on, discuss their interests and work together to develop shared projects.
- **Mobilize your community.** Leverage your community network (local athletes, teams, gyms, businesses, etc.), resources, kids and families to collectively put on an exciting day of fun and physical activity. Share best practices among local organizations for meaningful ways to engage youth.



MAKE IT COUNT

TIPS FOR MEANINGFUL YOUTH ENGAGEMENT



Giving kids a voice in the decisions about what WWDOP will look like for your organization is a critical component of success for the day—and for your program throughout the year.

Create opportunities for kids to express their interests! You've thought big picture, now let's explore how to apply those ideas. Here are a few ways to do that.

<h3>Survey</h3>	<ul style="list-style-type: none">• Create and distribute a survey in advance of your day of play, asking for the types of activities your kids would be interested in participating in.• Be creative and keep in mind your kids' interests. Do they like interviews or taking a video better than a written survey? Use the approach that works best for you.
<h3>Dialogue</h3>	<ul style="list-style-type: none">• Carve out time during regular programming to set up a dialogue about kids' experiences with playing sports.<ul style="list-style-type: none">• Consider including different opportunities for kids to share their perspectives. Drawings, small group discussion, written responses or ask kids to reflect on their experience after regularly scheduled physical activity.• What does it mean to plan for a day of play that is inclusive?
<h3>Activity</h3>	<ul style="list-style-type: none">• Create an idea wall for kids' ideas on sports they want to sample or a new experience they enjoyed while playing.• Ask kids:<ul style="list-style-type: none">• What are some sports you would like to try?• What are some reasons you have not played these sports?
<h3>Committee</h3>	<ul style="list-style-type: none">• Create a youth planning committee to build a collective strategy for your day of play.• Work with the committee to select top ideas and identify the resources they may need from adults to execute those ideas.• Use the committee to share resources and identify shared priorities and activities for your day of play.
<h3>Representation</h3>	<ul style="list-style-type: none">• Include youth representatives! Ask them to participate on the adult planning committee for your day of play event.• Be intentional about incorporating younger voices into the planning process through selected prompts, brainstorm and workshoping activities.

MAKE IT COUNT

TIPS TO MAKE IT HAPPEN

Try one of these approaches for getting kids involved in your one-time event or throughout the year.

1. Host a workshop for your kids before an event—WWDOP or otherwise—to reflect on what they’ve liked about previous events. Then map out what their goals are for the next one.
2. If you already have prep sessions in place, ask interested kids to participate in one or all of these workshops. Actively invite them to join and help them get to work!
3. Use this Playbook to inspire activities and conversations kids can use to learn from each other and from adults about what it takes to host a WWDOP and introduce sport sampling for play year-round.



START WITH SPORT SAMPLING

A SPORT SAMPLING TOOLKIT

Consider framing your approach to understand sport sampling, what it means, where there are examples of sport sampling and why it can help your organization. Check out this Sport Sampling Toolkit to start the conversation with your kids.

- What athletic opportunities are available to kids in your area or organization? Are they organized or unstructured?
- Which ones would kids like to try?
- What are some reasons kids in your community or organization have not played these sports?

Learn more! For more resources visit [aspenprojectplay.org](https://www.aspenprojectplay.org)

Did You Know?

Skills you use to play basketball, like footwork and defensive play, can be improved by playing sports like soccer. According to the Aspen Institute's Healthy Sport Index, "Sports that emphasize footwork and balance offer a good complement for basketball skills. Not to be overlooked: meditation, reading and the ability to focus more clearly and for longer than opponents. Physical traits will only carry a player so far."

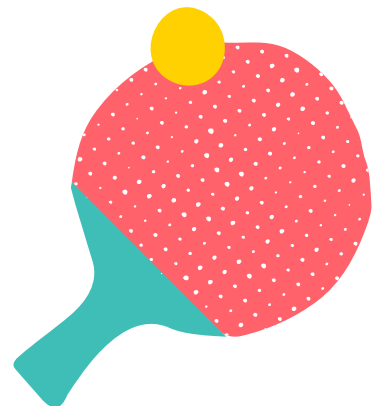
Visit [healthysportindex.com/sports](https://www.healthysportindex.com/sports) to learn more.

The Sport Sampling Scoop

What is it? Sport sampling lets kids play a variety of sports, including ones they already love and some they haven't tried before. Trying different sports helps them work different muscles that help them stay healthy and active. It enhances kids' natural sense of curiosity to experiment with new skills and explore different ways to interact with their peers.

One-Day Events

If you're planning for WWDOP or another single-day event, try sport sampling on a smaller scale! Include a game that features elements of multiple sports to give players a few options to consider. For example, the game Steal the Bacon incorporates skills needed for soccer (switching between kicking and holding the ball) and football (running with the ball).



KIDS ASK KIDS:

We want to hear from you! Have a conversation with your friends, starting with these questions, to try sport sampling in your community.

ASK YOUR FRIENDS

SHARE YOUR IDEAS

What sports have you played before?

What types of sports do you want to try?

Are there any places you know that offer the space you need?

Think about your community: Are there fields, courts, gyms, etc.?

What inspiration is available?

Is there a college, minor league or professional team that is big in your community? Can you ask them for help?

What do you need from adults to help you play the sports you want to try?

What types of activities would help you practice skills from a sport you do not often play?

(Think: footwork, balance, jumping, throwing, running, focus, problem solving)

Where would you like to see more sport sampling?

(Think: at school, a community event, after-school programs, at home? Anywhere else?)

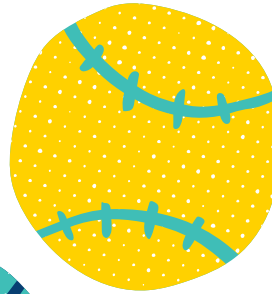
Working Together: Adults, you're up! Start a dialogue with your kids about what it means to sample different sports together.

Start by asking this question of your group: **What are some activities we can organize that help us experiment with different sports?** After you discuss, use the activity sheet below to jot down some ideas.

EXAMPLE:
**HOST A
FIELD DAY
FOR YOUR
COMMUNITY!**



**YOUR
IDEAS!**



EXAMPLE:
**START A
DONATION DRIVE
TO COLLECT
SPORTS
EQUIPMENT!**



Goal Setting: Now it's time to establish your goals. Based on the above brainstorm, what are the top priorities you, as adults and kids, can identify to make sport sampling a reality in your community? Use the space below to highlight three main goals and the steps needed to reach those goals.

Goal:

Steps Needed to Achieve this Goal:

Goal:

Steps Needed to Achieve this Goal:

Goal:

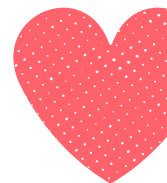
Steps Needed to Achieve this Goal:

EXAMPLE GOAL:
Start a donation drive to collect sports equipment!

Steps Needed to Achieve this Goal:

- Identify a space.
- Decide how long the donation will last.
- Determine your audience.
- Spread the word!

PLAN YOUR DAY OF PLAY EVENT



7 SUGGESTED STEPS FOR GETTING STARTED

Use this list as you begin planning and make Worldwide Day of Play a truly representative, fun and inclusive effort for you organization!

1. REGISTER YOUR EVENT WITH NICKELODEON AT NICKCOMMUNITY.COM

- Registering here will allow for seamless communication. Nick’s team will keep you posted about its Worldwide Day of Play celebration in the fall. Your event will count as a part of the play movement!
- Get to know the ins and outs of this Playbook!

2. SELECT A DATE AND A LOCATION

- Select a date that works for you and your program. We will be playing all year round, so your play day can take place any time that works for your community!
- Consider the number of kids and any specific equipment or supplies you’ll need.
- Remember, if you need to use any public space, such as a park or street, it will be critical that you obtain permission from your community or parks department.

3. CREATE A PLANNING TEAM

- Assemble a team to help plan your Worldwide Day of Play event. Include kids in your program as part of the planning process!
- Assign tasks for each member to handle.
- Reach out to a school or community organization for support including publicity, space, funding or equipment. The mayor, local merchants and residents are all great potential resources!

4. PLAN YOUR ACTIVITIES

- Decide what activities your event should based off the Sports Sampling Toolkit in this Playbook. The sky’s the limit, so do whatever works best for your organization!
- Create different platforms for kids to express themselves through play, such as unstructured activity stations, organized scrimmages and activity walls where kids can suggest their own games to choose from.
- Figure out details such as setup and cleanup.
- Connect to an existing event or program you have that is all about keeping kids active and playing.
- Make sure there’s an adult on hand to oversee the event and provide resources for snacks and water as necessary.

5. RECRUIT VOLUNTEERS

- Recruit adult volunteers through reliable organizations (including local athletes, teams and sports-related businesses)—trust us, you’ll need them!
- Keep your volunteers informed of all details pertaining to the event and any changes as they arise.
- Create a contact list with phone numbers and email addresses so it’s easy to keep in touch with everyone.
- Post a schedule and give volunteers specific tasks. (For example, there might be certain games or stations you need them to help run.)

6. SPREAD THE WORD

- Use approved social media outlets including Twitter and Facebook to promote your event.
- Spread the word with #wwdop and tag @nickelodeon.
- Contact us at PublicAffairs@nick.com so we can help you coordinate publicity with your local media.

7. THANKS FOR THE MEMORIES

- After your event, visit nickcommunity.com to let us know how the event went, share photos and give us feedback!

PROVIDE PROJECT PLAY PARENT CHECKLISTS

FIND OUT IF KIDS ARE HAVING A POSITIVE EXPERIENCE

Parents can help, too! Give these checklists to the parents of the kids in your programs to see where their children may need more help.

No matter the kids' ages and sports experiences, it is important to check in to see how they are progressing.

Below are checklists for the following age groups:

- Kids Ages 5 and Younger
- Kids Ages 6-12 Playing Sports
- Kids Ages 6-12 Not Playing Sports

You can also find them at [aspenprojectplay.org/projectplayparentchecklists](https://www.aspenprojectplay.org/projectplayparentchecklists).

Parents can check out Aspen's resources for more family engagement opportunities at [aspenprojectplay.org/parent-resources](https://www.aspenprojectplay.org/parent-resources).



PARENT CHECKLIST

KIDS AGES 5 AND YOUNGER

Here are 10 questions to ask yourself so he or she can have a positive sports experience. Check each box, collect your score at the bottom, and discover videos and resources to build an athlete for life.

- HAVE I TALKED WITH MY CHILDREN'S PEDIATRICIAN ABOUT SPORTS?**
The American Academy of Pediatrics offers evidence-based guidance on a range of topics related to sports safety and physical activity for children. Ask what type of activities are advisable to introduce at each stage of development.
- WITH INFANTS, AM I ENCOURAGING SKILL DEVELOPMENT IN MOVEMENT?**
Humans are wired to move. Reaching and grasping, pulling and pushing, moving the head, torso and limbs – all of it helps develop the relationship between the brain and body. Interact with your child and offer effusive praise.
- WITH TODDLERS, AM I PROVIDING AN APPROPRIATE MIX OF PLAY ENVIRONMENTS?**
The guidelines for this age group are at least 30 minutes of structured physical activity each day, plus anywhere from 60 minutes to several hours of unstructured play. Toddlers should not be sedentary for more than 60 minutes at a time, except when sleeping.
- HAVE I ENROLLED MY CHILD IN A LEARN-TO-SWIM CLASS?**
Kids love to get wet. And for a child who is proficient in the water, a world of lifetime sport options open up: snorkeling, rowing, kayaking, surfing, standup paddleboard, water skiing, sailing, triathlon, swim team, among others.
- HAVE I IDENTIFIED SAFE PLACES TO PLAY IN MY COMMUNITY?**
People living within a mile of a park are four times more likely to use it than others. When choosing a home, take an inventory of nearby assets that promote active play: sidewalks, bike paths, playgrounds, and school facilities.
- IS MY PRESCHOOLER IN PROGRAMS THAT PRIORITIZE PHYSICAL LITERACY?**
Physical literacy is the ability, confidence and desire to be active for life. One key is the development of fundamental movement skills – agility, balance, coordination. Certainly before age 5, it's not sport-specific skills.
- DOES MY CHILD'S PRESCHOOL ENCOURAGE LEARNING THROUGH PLAY?**
Through kindergarten in Finland, teachers hold off on academic drilling and mostly ask kids to play in settings where they can solve problems. Finland's students end up with some of the highest math scores in the world.
- HAVE I POPULATED OUR HOME WITH TOYS THAT ENCOURAGE MOVEMENT?**
Provide a child with the tools to play, on their own terms (not those of adults), and often they will. Free play builds physical literacy and love of game, with intrinsic rewards that encourage further engagement.
- DO I UNDERSTAND AMERICAN DEVELOPMENT MODEL PRINCIPLES?**
ADM is a framework designed by the US Olympic Committee that describes the five stages for proper athletic development. From ages 0 to 12, it's "Discover, Learn & Play." ADM debunks myths. From the start, get smart.
- HAVE I IDENTIFIED WHAT BENEFITS I HOPE MY CHILD DERIVES FROM SPORTS?**
Start with the end in mind, then design backwards. If it's a sports experience that develops social-emotional skills and healthy habits for life, resist the manic chase for the athletic scholarship and pro salaries. Elite performance cannot be manufactured.

Learn more at aspenprojectplay.org/parent-resources.

PARENT CHECKLIST

KIDS AGES 6-12 PLAYING SPORTS

Here are 10 questions to ask yourself, your child and your sports program so he or she can have a positive sports experience. Check each box, collect your score at the bottom, and discover videos and resources to build an athlete for life.

- HAVE I ASKED MY CHILD WHY THEY WANT TO PLAY SPORTS?**
Is it to have fun with classmates? Be tested at the highest level competitively? What do they want to get from the activity? Finding the right program starts with understanding a child's social-emotional needs.
- HAVE I ASKED MY CHILD WHICH SPORTS INTEREST THEM?**
Most kids get funneled into the same small handful of sports. But there are 120 of them offered across the U.S., with programs that might just be a few miles away. There's a sport for every kid. Explore the options with them.
- DO I ENCOURAGE UNSTRUCTURED AND LOOSELY STRUCTURED PLAY?**
Michael Jordan had a "love of the game" clause in his NBA contract that allowed him to play pickup hoops. Build the same ethos into your kid's experience so it's not all organized competition. Give kids equipment, and get out of the way.
- DOES MY CHILD'S PROGRAM PROMOTE MULTISPORT PARTICIPATION?**
As early as grade school, your child may get pressure to focus on playing one sport year-round. Research on child and athletic development rejects this approach. Ask program leaders how they'll make room for playing other sports.
- ARE THE COACHES TRAINED IN KEY COMPETENCIES TO WORK WITH KIDS?**
The best programs mandate training in coaching philosophy/methods, sport skills & tactics, and safety protections including first aid and CPR (and, in collision sports like football and hockey, concussion management).
- DOES THE PROGRAM EMBRACE SMALL-SIDED, AGE-APPROPRIATE PLAY?**
Kids are not miniature adults. Six isn't even 16. Children learn better and have more fun when play spaces, equipment and the number of participants on the field/court/ice are modified to their level. Small rosters help, too.
- DOES THE PROGRAM OFFER AN APPROPRIATE PRACTICE-TO-GAME RATIO?**
Kids want access to the action. You want them to be physically active, while also minimizing the costs and time allocated to away-game transportation. The best programs understand that development mostly occurs in training. At least two practices for every game is best.
- DOES THE PROGRAM ENCOURAGE EQUAL PLAYING TIME?**
There's a time for programs to sort the weak from the strong in sports. It's not before kids grow into their bodies, minds and interests. Through age 12, at least, programs should invest in every kid equally. That includes playing time.
- DOES THE PROGRAM SYSTEMATICALLY SEEK FEEDBACK FROM KIDS AND PARENTS?**
A simple online survey is easy enough to create and send at the end of the season, collecting insights that can be shared with program leadership to improve quality and foster retention. Honor the programs that honor input.
- DOES THE PROGRAM MAKE EFFORTS TO FOSTER PHYSICAL LITERACY?**
Physical literacy is the ability, confidence and desire to be active for life, with an emphasis on fundamental movement skills – not just sport-specific skills. Learning to move well can open access to dozens of sports.

Learn more at aspenprojectplay.org/parent-resources.

PARENT CHECKLIST

KIDS AGES 6-12 NOT PLAYING SPORTS

Here are 10 questions to ask yourself, your child and your sports program so he or she can have a positive sports experience. Check each box, collect your score at the bottom, and discover videos and resources to build an athlete for life.

- IS MY CHILD GETTING AN HOUR OF PHYSICAL ACTIVITY DAILY?**
If the answer is no, they are not getting CDC's recommended amount for youth. That means moderate-to-vigorous activity, with at least three of those days also involving exercise that strengthens muscles and bones.
- DO I REGULARLY ENGAGE IN PHYSICAL ACTIVITY OR SPORTS MYSELF?**
Research shows that parents who are physically active are more likely to have physically active children. Be a role model, while also encouraging fun activities that you can enjoy together – from bike riding to a backyard catch.
- HAVE I POPULATED OUR HOME WITH BALLS AND OTHER SPORTS EQUIPMENT?**
Provide a child with the tools to play, on their own terms (not those of adults), and often they will. Unstructured play builds physical literacy and love of game, with intrinsic rewards that encourage further engagement.
- DO I LIMIT SCREEN TIME AT HOME AND REQUIRE MY CHILD TO GO OUTSIDE?**
The American Academy of Pediatrics recommends parents place consistent limits on time spent with media. Start by removing TVs from bedrooms. Research shows more than 1.5 hours of daily TV is a risk factor for obesity.
- HAVE I ASKED MY CHILD WHICH SPORTS THEY MIGHT LIKE TO LEARN?**
Most kids get funneled into the same, small handful of team sports. But there are 120 sports offered across the U.S., and some providers and sites might just be a few miles away. There's a sport for every kid. Internet tools can help you explore.
- HAVE I CONSIDERED ACTIVITIES THAT LIMIT PEER COMPARISON?**
Rock-climbing. Skiing. Snowshoeing. Martial arts. Archery. Individual sports can feel safe, especially for kids with special needs. Then there are more recreational team games, like Ultimate Frisbee.
- IS THE PROGRAM I'M CONSIDERING FOCUSED ON SELF-IMPROVEMENT?**
Kids lacking physical confidence especially benefit from programs that foster a "mastery climate" in which development, not outcomes, is the goal. Ask programs for their mission statement – and how they define success.
- HAVE I THOUGHT ABOUT VOLUNTEERING FOR A RECREATION BOARD?**
Want more inclusive, development-focused policies in youth sports that make room for kids like yours? Do something about it and run for a town recreation board or youth sport program board. Get in there and change things.
- HAVE I ADVOCATED FOR QUALITY PHYSICAL EDUCATION AND RECESS?**
These settings can engage all kids. But they're under-resourced. The median P.E. budget for schools is \$764 per year. Encourage your school board to make P.E. and recess available on a daily basis, led by trained instructors.
- HAVE I LOOKED FOR LOW-COST, "LEARN TO PLAY" OPPORTUNITIES?**
Organized leagues today can be costly, and a full-season commitment can cause a kid who doesn't like the sport to turn off to sports in general. Find programs and camps that offer sport sampling, ideally at low or no cost.

Learn more at aspenprojectplay.org/parent-resources.

PLAY WITH PURPOSE

A LOOK AT WAYS TO PRIORITIZE ACTIVE PLAY

The Healthy Sport Index is the first-ever tool that assesses the relative benefits and risks of participating in the most popular sports for adolescents. Learn about each sport and customize the index by adjusting based on your health criteria at healthysportindex.com

TIPS FOR AT-HOME ACTIVITIES:

- Have kids plan a family fun day that includes sports sampling.
- Let kids lead stretches before a family activity.
- Have kids design an obstacle course at the playground or in a backyard.
- Have kids lead games and activities during summer barbecues, picnics, block parties, etc.

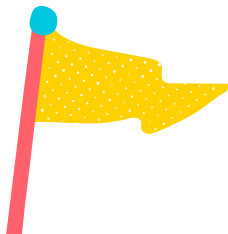
CROSS-SECTOR COLLABORATION

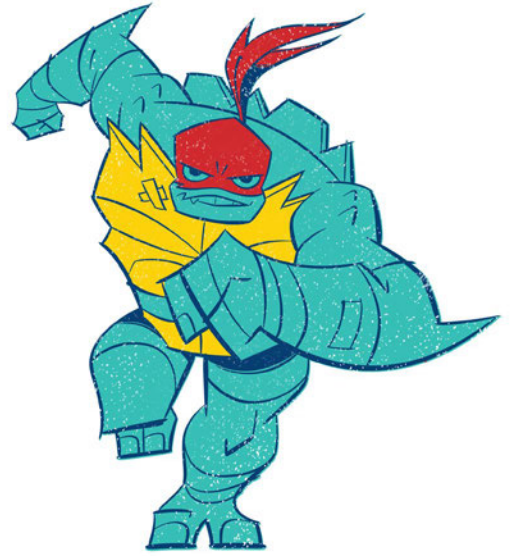
WWDOP provides a large public platform to enable kids to participate in civic and community engagement, where they prioritize play and demonstrate the importance of preserving physical activity beyond one day. Including kids' input in the planning process creates a culture where their voices are amplified in future initiatives and across sectors. This shows youth what it means to not only be heard but to have an impact in the decisions being made around their play experiences and programming.

TOGETHER WE CAN EMPOWER YOUTH VOICE TO ENCOURAGE PLAY WORLDWIDE!

Here are a few additional ways to make it happen.

- Work with local agencies, community-based organizations and national sports organizations to learn about how different sectors impact the play experiences of youth in your community.
- Research existing youth leadership groups and events in your community.
- Share information with your youth to support their participation in these groups.





FIND INSPIRATION

BEST PRACTICES IN EMPOWERING KIDS, FROM OTHER WORLDWIDE DAY OF PLAY PARTNERS

The organizations listed below partner with Nickelodeon Worldwide Day of Play and provide expertise in sports and youth recreation. Use the following pages to gain a bit of insight into how others engage kids in the decision-making process.



KIWANIS

WHAT IS KIWANIS ALREADY DOING TO INCLUDE YOUTH VOICE IN THEIR ACTIVITIES?

Kiwanis can help kids get find their voice and passion. K-Kids and Builders Club are student-led service clubs for kids in elementary/primary and middle school. The clubs are programs offered through Kiwanis International, a global network of volunteers devoted to serving the children of the world. By joining K-Kids and Builders Club, students serve with other active youths to change lives and improve their communities.

For more information about these Kiwanis Leadership Programs, visit [Kiwanis.org/SLP](https://www.kiwanis.org/SLP).

WHAT ARE SOME BEST PRACTICES OR LEARNINGS KIWANIS RECOMMENDS?

Kids learn leadership and self-development through planning, setting goals, working with others and celebrating their own and others' successes. Adults can help by providing a safe environment where kids can make mistakes and encourage them to try again.

WHAT ACTIVITIES HAVE KIDS IN KIWANIS PROGRAMS PLANNED?

Work with K-Kids or Builders Club to make this year's Worldwide Day of Play the best one yet! For Worldwide Day of Play, kids in K-Kids and Builders Club have helped to organize:

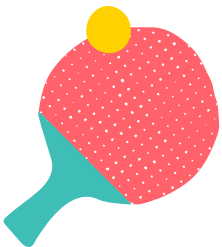
- Water- and bike-safety events
- Jump-rope-a-thons
- Basketball shooting contests
- Soccer tournaments

Not sure where to start? Just contact your local Kiwanis Club to get in touch with a K-Kids or Builders Club representative and find out how you can get involved.

ABOUT KIWANIS INTERNATIONAL

Founded in 1915, Kiwanis International is a global organization of members dedicated to serving the children of the world. Kiwanis and its family of clubs, including Circle K International for university students, Key Club for students age 14-18, Builders Club for students age 11-14, Kiwanis Kids for students age 6-12 and Aktion Club for adults living with disabilities, dedicate annually more than 18 million service hours to strengthen communities and serve children. The Kiwanis International family comprises nearly 600,000 adult and youth members in 80 countries and geographic areas.

For more information about Kiwanis International, please visit [kiwanis.org](https://www.kiwanis.org).



Kiwanis[®]
Service Leadership Programs

LAUREUS SPORT FOR GOOD USA

HOW DOES LAUREUS USA INCLUDE KIDS' VOICES IN ITS ACTIVITIES?

Laureus USA's 2019 State of Sport for Good Report reported that 73% of the 93 organizations they collected data from involved kids' voices in their decision making. A common practice for including that voice has been forming youth leadership councils or appointing leaders that meet or use program time set aside strictly for participants' input and discussion of their peers' feedback. 66% of surveyed programs provided opportunities for youth to share reflections on their experience in the program through planned and meaningful activities. Allowing for this reflection creates space for adults to listen and adapt the program specifically to the needs of the youth they serve.

Youth board members can prove quite valuable as well. They can participate in board-level decisions and provide development opportunities in curriculum or event planning.

Finally, the State of Sport for Good revealed that 51% of youth were involved in the planning of content, activities or projects for their programs. By allowing youth to choose what interests them most, programs can better ensure that they are having a positive experience, and give them the opportunity to develop valuable leadership skills.

To read the full report: bit.ly/StateofSportforGood

WHAT ARE SOME BEST PRACTICES OR LEARNINGS LAUREUS USA RECOMMENDS?

Do not assume kids' voices will just be heard or that what kids want is the same as what their parents want. Go beyond parent questionnaires and create time in your practice plan for kids' voices. You may have started with a vision in mind about what you wanted your program to accomplish and how to accomplish it, but if you are having a hard time with retention, you may want to engage the kids in your program.

Consider the following, and get kids' thoughts on these topics:

- Who do kids want to partner with?
- What workout or station do they want to start with?

Take steps like the ones listed here to ensure that kids are included.

- Include a moment in your annual planning to collect and understand your program participants' voices
- Consider those thoughts and add them to the programming in an explicit and impactful way
- Form youth committees or leadership roles and each time you gather, allow for moments to let kids choose and have the final word on certain decisions
- Be sure to thank them for those contributions



LAUREUS SPORT FOR GOOD USA (cont.)

WHAT ACTIVITIES HAVE KIDS IN LAUREUS USA PROGRAMS PLANNED?

Laureus USA and their partners make a specific point to incorporate students' ideas and feedback.

- In some cases, like the Beyond the Game Youth Leadership Summit, this approach determines what workshops will be available to them and what type of speaker they want to hear from.
- Laureus grant partner Dancing Grounds organizes an annual Dance for Social Change Festival, where students discuss community issues and curate a dance performance that tells a story about how those issues impact young people.
- Creating a Summer Olympics curriculum can provide an opportunity for kids to select a country and sport. The students design a presentation to show what they've learned about that country through sport. They cover topics including social issues, origination and culture.

From a broader standpoint, programmatic changes like building out girls' programming, incorporating new sports, changing schedules and moving to different parks have been implemented because of kids' decisions.

ABOUT LAUREUS USA

Laureus Sport for Good Foundation USA believes that sport has the power to change the world, as proclaimed by our founding patron Nelson Mandela. We are a grant-making, nonprofit organization that supports the growth and deepens the impact of 50 sport and youth development organizations nationwide. Through our Sport for Good Cities initiative, we unite communities to challenge the inequities facing underserved youth through the power of sport. Our local investments in cities improve the lives of more than 400,000 kids annually. Laureus USA is a proud member of the global Laureus network, which includes nine national Laureus Sport for Good Foundations, the Laureus World Sports Academy, and the Laureus World Sports Awards. Learn more about Sport for Good at [LaureusUSA.com](https://www.LaureusUSA.com)



NFL PLAY 60

HOW DOES NFL PLAY 60 INCLUDE KIDS' VOICES IN ITS ACTIVITIES?

Fuel Up to Play 60 is an in-school nutrition and physical activity program launched through a partnership between America's Dairy Farmers and the NFL to help encourage today's youth to lead healthier lives. Fuel Up to Play 60 is celebrating its 10th Anniversary and the positive impact the program has made over the past 10 years, in 73,000 schools and with millions of students across the country. This in-school program enables student to become leaders by providing them with resources to make significant change and opportunities to build confidence and lifelong skills through teamwork. Sign up to become a Fuel Up to Play 60 School at FUELUPTOPLAY60.COM and download The Fuel Up to Play 60 Student Zone app for even more ways to get involved! (Available on the [App Store](#) & [Google Play](#))

Download the NFL PLAY 60 app and use your phone to get moving! The NFL PLAY 60 app on a mobile device to play a super cool and fun endless runner game. Earn points by running, jumping, and turning while holding the phone. Visit NFL.com/PLAY60 to download today.

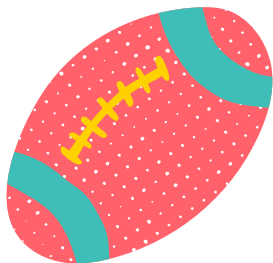
WHAT ARE SOME FUTURE WAYS NFL PLAY 60 IS PARTNERING WITH KIDS?

In honor of its 100th season, the NFL is inviting you to partner with them, the players, and the teams in Huddle for 100. Everyone is invited to choose a cause, donate 100 minutes of time and help shape what the community will look like for the next 100 years. With your help, the NFL will reach its goal of 100 million minutes!

Join the NFL's Huddle for 100 initiative and give back to the space you play in! Visit your community park and pick up litter in order to provide a safe and clean space for others to get outside and get active! Find an organized Huddle or log your donated minutes online at dosomething.org/us. Share your volunteer experience with the NFL and make your minutes count using [#NFLHuddlefor100](#). Visit NFL.com/Huddlefor100 to learn more!

ABOUT NFL PLAY 60

NFL PLAY 60 is the NFL's national youth health and fitness campaign focused on increasing the wellness of young fans by encouraging them to be physically active for at least 60 minutes a day. Over the past decade, the NFL has partnered with leading academic, scientific and nonprofit organizations – the National Dairy Council, American Heart Association, Special Olympics, Shriners Hospitals for Children, St. Jude and the United Way – to help kids of all abilities get the recommended 60 minutes of daily physical activity and lead active, healthier lives.



PLAYWORKS

HOW DOES PLAYWORKS INCLUDE KIDS' VOICES IN ITS ACTIVITIES?

Playworks empowers elementary school students to exercise their voices and choices at recess. They found one of the best ways kids learn is from each other! The organization builds play into leadership through its Junior Coach Leadership Program, which encourages a team of students to work together to learn games, to practice positive conflict resolution and to teach these skills to their classmates.

Find more resources at playworks.org/resources.

WHAT ARE SOME BEST PRACTICES OR LEARNINGS PLAYWORKS RECOMMENDS?

The natural leaders on the playground are kids, not adults. Kids want to be acknowledged for their leadership abilities, and they want to grow. A little encouragement is all kids need to lead games, pass out equipment and set a positive, playful tone.

Kids can learn to use rock, paper, scissors to solve problems quickly and keep playing. They can give high fives and say “good job, nice try;” when peers rotate to the back of the line in four square.

Adults can help kids set the tone by inviting kids to play, reminding them of the rules using different learning styles, modeling inclusion and playing alongside them.

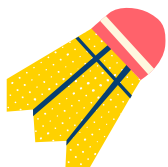
WHAT ACTIVITIES HAVE KIDS IN PLAYWORKS PROGRAMS PLANNED?

The Playworks Junior Coach Leadership Program puts recess culture into the hands of capable upper-elementary students. These students teach games to their peers or students younger than themselves; games like tag, four square, switch, basketball, soccer and so much more! They organize the equipment, help students make fair teams and remind them to use rock, paper, scissors when there is a tie.

You can find many game suggestions in the Playworks Game Library at playworks.org/games.

ABOUT PLAYWORKS

Playworks is the leading national nonprofit leveraging the power of play to transform children’s social and emotional health. We are changing school culture by leveraging the power of safe, fun, and healthy play at school. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills. Our vision is for 3.5 million kids in 7,000 elementary schools nationwide to experience safe and healthy play every day by 2020. Visit playworks.org for more information.

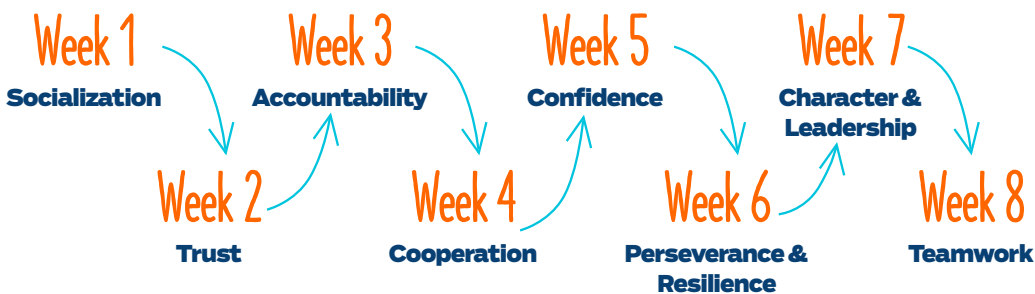


PLAYWORKS
for every kid

POLICE ATHLETIC LEAGUE NY (PALNY)

HOW DOES POLICE ATHLETIC LEAGUE NY INCLUDE KIDS' VOICES IN ITS ACTIVITIES?

PALNY includes a program called Police Athletic League Cops & Kids intramural leagues, with PAL League Talk. Each week during PAL League Talk, the coach puts a specific word on a whiteboard. As the teams prepare to play, they discuss this the concept behind this “word of the day” with their coaches.



At the end of each game, the players discuss how these life skills tie into their lives beyond sports. The goal is for kids to have a safe space to discuss and foster these concepts.

See below for a PAL League Talk overview. **Get more info@palnyc.org.**

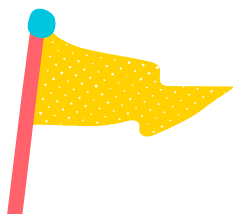
WHAT ARE SOME BEST PRACTICES OR LEARNINGS POLICE ATHLETIC LEAGUE NY RECOMMENDS?

Participants in PAL League Talks share their perspectives and provide insight about the program/community that influences the program’s design. The breakdown that follows demonstrates how that’s done from week to week.

PAL LEAGUE TALKS: AN OVERVIEW

Week 1: Socialization

- Participants recognize that in this situation, the common interest is a sport. They learn that they have a similar interest as their PAL coaches, PAL teammates, and peer teammates from different demographics.
- A dialog between PAL participants and peer participants allows for general dialog about the sport they are playing as well as an opportunity to brainstorm on goals to achieve a successful season while working as a team.
- Socialization in the first week opens the door for further dialog and mentorship on and off the court/field.



POLICE ATHLETIC LEAGUE NY (PALNY) (cont.)

Week 2: Trust

- Throughout Week 2, PAL coaches encourage participants to trust their new teammates by directing the players to distribute the basketball to all teammates no matter their skill.
- The concept of trust continues to be expressed by PAL coaches for the next 6 to 8 weeks of the season and into the postseason.
- The focus on building a trusting relationship between PAL coaches and teammates encourages the participants to see their coaches as mentors with whom they can have open dialog about other issues affecting their community.

Week 3: Accountability

- Participants focus on being accountable for their actions on the court/field.
- PAL Coaches discuss the importance of recognizing accountability as not only a member of a team but as a young adult.
- PAL Coaches encourage participants to identify their mistakes on the court/field instead of blaming their teammates. Participants say “my fault” when an error that affects the team as a whole is made.
- PAL playing courts/fields are “no excuse” zones during Week 3. Participants and coaches alike are expected to identify their mistakes during games and focus on being conscious of not making excuses for a mistake or error.

Week 4: Cooperation

- Participants demonstrate the concept of cooperation with PAL Coaches and peer teammates regardless of individual differences.
- PAL Coaches discuss with the participants techniques on how to better cooperate with their teammates, even in the presence of personality conflicts or differences in skill levels.
- Cooperation is identified as a key element in obtaining the common goal of having a successful sports season and representing a team’s own borough in the City Championship Series.
- PAL Coaches link the importance of cooperation with others in sports with the need to cooperate with others in society and future work environments.

Week 5: Confidence

- Participants are encouraged to use words of positive reinforcement to lift up their teammates during games. These words of encouragement are important not only in times when the team is winning but they’re also important when the team struggles.
- PAL Coaches encourage participants to turn negative circumstances into opportunities for positive encouragement. For example, if a player’s basketball is stolen by a defender, teammates are directed to say to the player, “Don’t worry, let’s focus on making it up on defense and get the ball back.”
- PAL Coaches identify positive skills and attributions of each player including the PAL players contributes to the team during pregame. This identification of a distinct skill set in a particular player assists the coaches in nurturing the individual confidence of a participant.



POLICE ATHLETIC LEAGUE NY (PALNY) (cont.)

Week 6: Perseverance & Resilience

- Participants learn that perseverance and resilience are key to individual and team success.
- PAL Coaches express the need for all participants to never give up. Participants also learn to bounce back after a bad play or loss of a game.
- PAL Coaches focus on perseverance and resilience as a way to encourage participants to carry these traits over from the court or playing field to school, work, or everyday challenges.
- PAL Coaches start an open, postgame dialog with participants. They ask participants what they've learned about losses as a team and if losses make them stronger or weaker.

Week 7: Character & Leadership

- PAL Coaches discuss a number of topics with the participants and other coaches. They look at how the terms, discussions and experiences in League Talk—and overall league play—have affected their view of what it is to be a leader.
- Participants should be able to identify how the previous weeks' League Talk terms can contribute to the building of one's character as a future leader in the sports world as well as in society as a whole.
- PAL Coaches and players discuss how each player's individual character maybe perceived from potential college coaches during one game and how they relate to the expectations of individual character in the workplace. At this point, participants can identify connections between expressing emotions and character.
- Participants also identify a characteristic or leadership quality they would be looking for in an individual player during a game if they were a coach.

Week 8: Teamwork

- PAL Coaches discuss how teamwork will contribute to the team's postseason success and its role in achieving the team's common goal of winning the City Championship.
- During Week 8, participants come to understand that in an attempt to strive for a common goal, all players must have the same vision in mind. As a team, a common goal is not attainable without the contributions of all participants.
- PAL Coaches and participants discuss the ways all of the terms mentioned throughout the season tie into the overall theme of teamwork.
- Participants will identify characteristics they saw throughout the season that made them a "team."

ABOUT PALNY

For over 100 years PAL has facilitated the connection between sports and positive youth development. PAL works tirelessly to ensure that young people have opportunities to take part in free, high quality sports programs designed to steer youth towards positive youth outcomes. Visit palnyc.org for more information.



SPECIAL OLYMPICS

HOW DOES SPECIAL OLYMPICS INCLUDE YOUTH VOICES IN ITS ACTIVITIES?

Special Olympics includes youth in the decision-making process throughout its programs. The Special Olympics Unified Champion Schools program incorporates youth voices and amplifies them through Inclusive Youth Leadership activities. Unified clubs and inclusive on-campus student leadership groups, made up of students with and without intellectual disabilities, are responsible for organizing grassroots awareness campaigns, school rallies, school fundraisers and activities such as Fans in the Stands.

Young people in the Special Olympics movement join State Youth Activation Committees to provide input on school-based programming and implement youth-led projects. The national Unified Champion Schools team recognizes the power of the youth voice through the US Youth Ambassadors program. US Youth Ambassadors use speaking opportunities and their platforms to promote inclusion through sports and advocacy.

Youth-led projects led by individual youth leaders and/or Unified pairs from the school to the state-level create more accepting environments and promote an inclusive mindset. Through the application process, select youth-led projects are supported through youth innovation grants.

Learn more: specialolympics.org/our-work/unified-champion-schools and generationunified.org

WHAT ARE SOME BEST PRACTICES OR LEARNINGS SPECIAL OLYMPICS RECOMMENDS?

It is crucial to understand the balance between youth and adult partnerships in order to achieve shared goals—intergenerational work.

The core values of inclusive youth leadership (equity, respect, inclusion, meaningful involvement) ensure that young people of all ability levels can contribute to the successes of a shared goal or project.

Programs should keep in mind that leadership varies from student to student and is dependent on each participant's background, experiences, characteristics, perspective and more.

Leading with these core values puts the focus on what strengths and characteristics each person has that benefits the team/project group overall.

Learn more: specialolympics.org/our-work/unified-champion-schools/inclusive-youth-leadership



SPECIAL OLYMPICS (cont.)

WHAT ACTIVITIES HAVE YOUTH IN SPECIAL OLYMPICS PROGRAMS PLANNED?

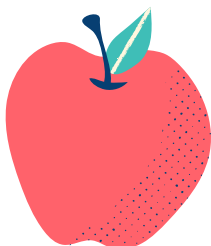
Youth innovation grants allowed Special Olympics to collect U.S. (and global) youth-led projects/activities that took place over the past year. Some of these activities included Unified Play Days, Inclusive Color Runs, Unified Cooking Classes, Elementary Unified Sports Days, Person First Campaigns, Creating County Youth Activation Committees, Creating a College Club, Youth-led Young Athletes Festival and more.

Young people of all ages can help plan these activities. For more information, visit: resources.specialolympics.org/community-building/youth-and-school/ucs-playbook-resources

To see inclusive youth leaders, look at this project Britney and Sidney led in Hawai'i: generationunified.org/interactive/be-the-change

ABOUT SPECIAL OLYMPICS

Special Olympics is a global inclusion movement using sport, health, education and leadership programs every day around the world to end discrimination against and empower people with intellectual disabilities. **Founded in 1968**, and celebrating its 50th Anniversary this year, the Special Olympics movement has grown to more than 6 million athletes and Unified Sports partners in over **190 countries**. With the support of more than 1 million coaches and volunteers, Special Olympics delivers **32 Olympic-type sports** and over **100,000 games and competitions** throughout the year. Special Olympics is supported by individuals, foundations and partners, including Bank of America, the Christmas Records Trust, The Coca-Cola Company, ESPN, Essilor Vision Foundation, the Golisano Foundation, IKEA Foundation, the Lane Family, the Law Enforcement Torch Run for Special Olympics, Lions Clubs International, Safilo Group, Stavros Niarchos Foundation, TOYOTA, United Airlines, and The Walt Disney Company. Find a full list of partners at: specialolympics.org/about/partners. Engage with us on: [Twitter](#), [Facebook](#), [YouTube](#), [Instagram](#) and our [blog on Medium](#). Learn more at SpecialOlympics.org.



**Special
Olympics**

THE US PLAY COALITION

HOW DOES THE US PLAY COALITION INCLUDE KIDS' VOICES IN ITS ACTIVITIES?

The US Play Coalition amplifies youth voices with resources for adults that work with youth. Each year they host hundreds of professionals from across the globe seeking to broaden their knowledge, understanding and experience around play at their [Conference on the Value of Play](#).

WHAT ARE SOME OF THE BEST PRACTICES OF LEARNINGS THE US PLAY COALITION RECOMMENDS?

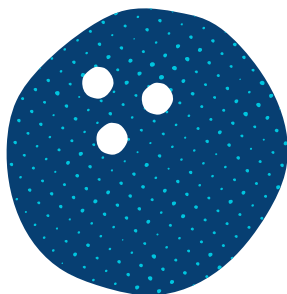
They have several online publications that inform and reflect best practices around youth and play:

- “A Research-Based Case for Recess” (2019)
- “Improving Children’s Health through Play: Exploring Issues and Recommendations” (2018)
- “The Critical Place of Play in Education” (2015)

ABOUT US PLAY COALITION

The US Play Coalition is a partnership to promote the **value of play throughout life**. We are an international network of individuals and organizations that recognize play as a valuable and necessary part of a healthy and productive life.

To learn more about the US Play Coalition’s research, education, and communication **efforts to help expand the Play Movement**, visit usplaycoalition.org for more information.



The Nickelodeon logo is displayed in white lowercase letters on an orange banner that tapers to the right. The background of the entire page is a vibrant, colorful pattern of various sports balls like basketballs, soccer balls, and tennis balls in shades of yellow, red, teal, and blue.

nickelodeon™

WORLD WIDE PLAY OF PLAY™

Check nickcommunity.com for additional
insights from other great partners.

SPREAD THE WORD WITH #WWDOP