

The Kids Are Ready: Play As A Tool For Social Justice

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OAAARS, Founder



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**ACTIVATING THE POWER
OF AFTERSCHOOL**

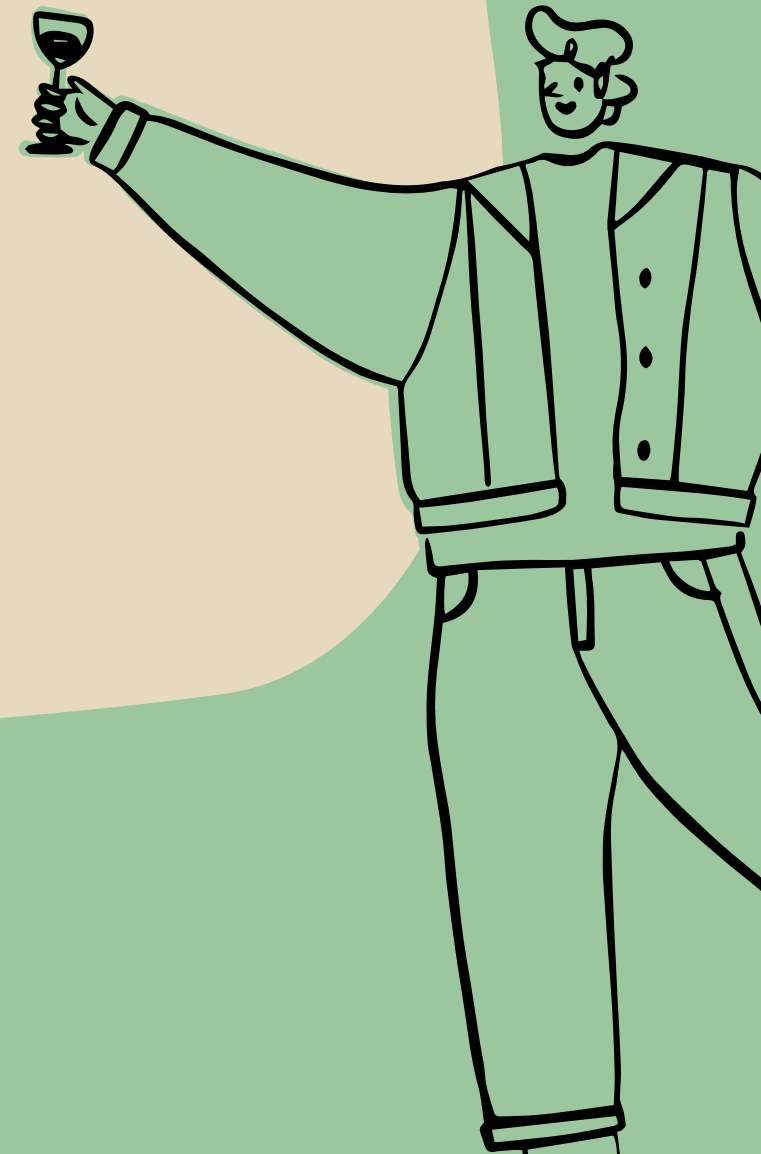


PASE ANNUAL CONFERENCE

COMMUNITY NORMS



- WILLINGNESS TO PLAY & AN OPENNESS TO LEARNING AND UNLEARNING
- TAKE ACTION AFTER YOU LEAVE HERE, DON'T LET THE WISDOM LIVE IN YOUR NOTES
- UNDERSTAND INTENTION/UNDERSTAND IMPACT
- MOVE UP, MOVE BACK
- OOPS/OUCH OR PURPLE FLAG



LET'S

CHECK

IN



TURN AND TALK: ○ ○ ○ ○
**NAME, PRONOUN/S (OPTIONAL),
ROLE AT ORGANIZATION, AND
WHAT WAS YOUR FAVORITE
GAME/FORM OF PLAY AND WHY?**

LET'S CHAT

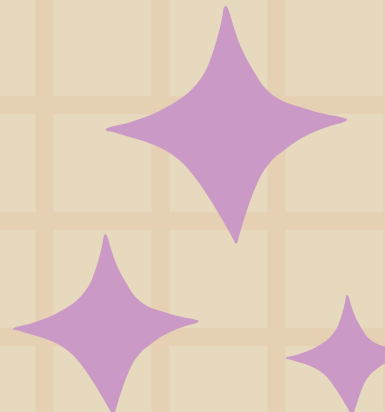


WHY DO YOU THINK PLAY WOULD BE
A GREAT TOOL TO USE IN YOUR
EFFORTS TO SUPPORT YOUNG
PEOPLE IN BECOMING AGENTS OF
CHANGE?



THE CONTEXT FOR PLAY

Why Play Is A Useful Tool



01



Backlash & Fatigue

04



Collective Care & Healing

02



Polarization & Mistrust

05

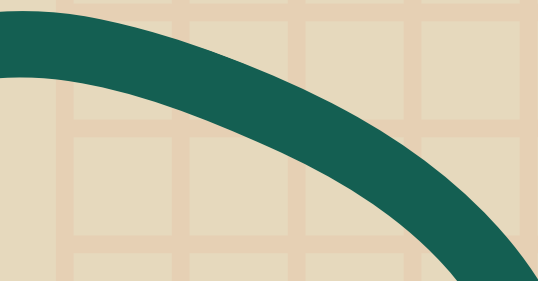


Neuroscience of Play

03

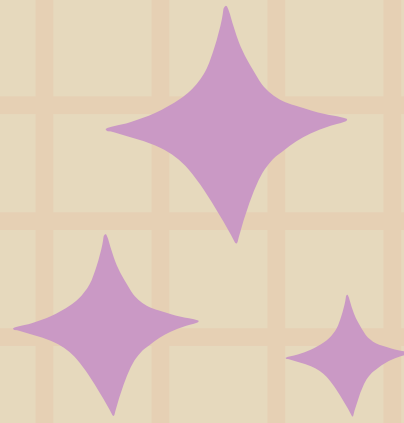


Creativity & Problem-Solving



THE CONTEXT FOR PLAY

Exploring Your Personal Context



01



Self-Reflection &
Identity Awareness

04



Radical Trust

02



Trauma-Informed
Facilitation

05



Restorative Justice
Measures

03



Consent &
Psychological Safety

06



COMMUNITY NORMS

THE CONTEXT FOR JUSTICE

Starting With Self

01



Power Over vs
Power With

02



IMPLICIT BIAS

03

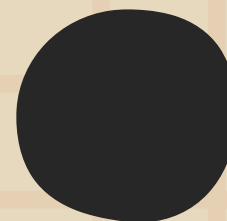


Internalized Oppression

04



ADULTISM/AGEISM



JOURNAL REFLECTION

"EDUCATION EITHER FUNCTIONS AS AN INSTRUMENT WHICH IS USED TO FACILITATE INTEGRATION OF THE YOUNGER GENERATION INTO THE LOGIC OF THE PRESENT SYSTEM AND BRING ABOUT CONFORMITY OR IT BECOMES THE PRACTICE OF FREEDOM, THE MEANS BY WHICH MEN AND WOMEN DEAL CRITICALLY AND CREATIVELY WITH REALITY AND DISCOVER HOW TO PARTICIPATE IN THE TRANSFORMATION OF THEIR WORLD"
-PAULO FREIRE

WHAT DOES THIS QUOTE MEAN TO YOU?



Hearing

From

The

Youth

WHAT WERE THE LEARNINGS?



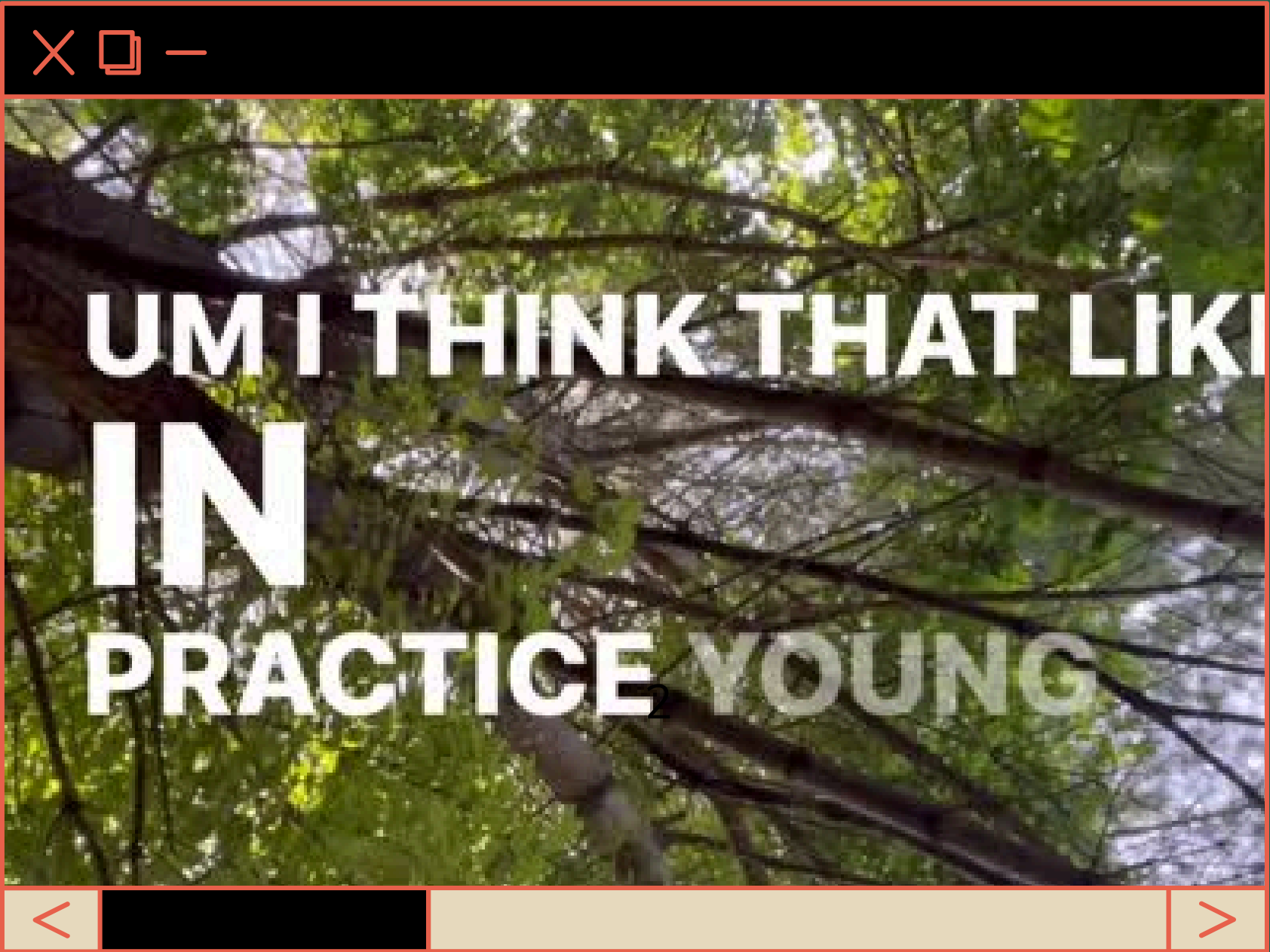
1

2

3

Hearing	From	The	Youth		
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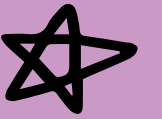
WHAT WERE THE LEARNINGS?



1

3

GROUP REFLECTION



WHAT IS THE DIFFERENCE
BETWEEN A SAFE SPACE AND A
BRAVE SPACE:



**SAFE SPACE: FOCUSED ON COMFORT AND
AGREEMENT**

Two hand-drawn, five-pointed stars are positioned to the right of the 'SAFE SPACE' text. One star is located near the top right corner of the yellow text box, and the other is slightly below and to the right of it.

**BRAVE SPACE: ALLOWS DISCOMFORT, RISK, AND
REPAIR IN THE SERVICE OF LEARNING AND
CONNECTION**





BUILDING RADICAL PLAY

HOW DO YOU DEFINE THE WORD
"RADICAL?"



	DEFINING	RADICAL	PLAY		
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oooo

**"RADICAL SIMPLY MEANS
GRASPING THINGS AT THE
ROOT"**

-ANGELA DAVIS

LET'S PRACTICE



SAMPLE ACTIVITIES

A THE GAME OF LIFE

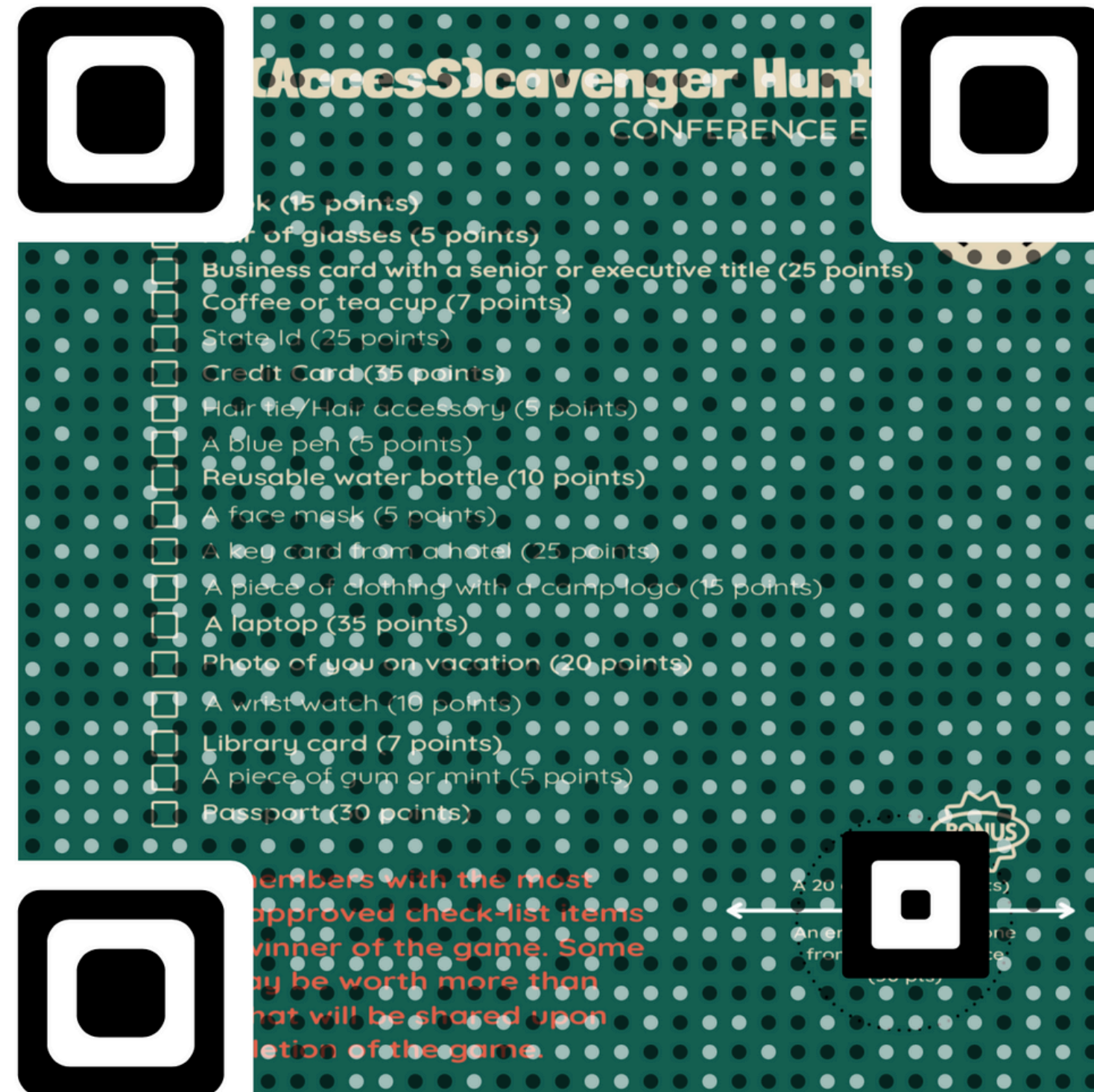
B BELONGING BINGO

C THE PERFECT COMMUNITY

D (ACCESS)CAVENGER HUNT



(Access)cavenger Hunt





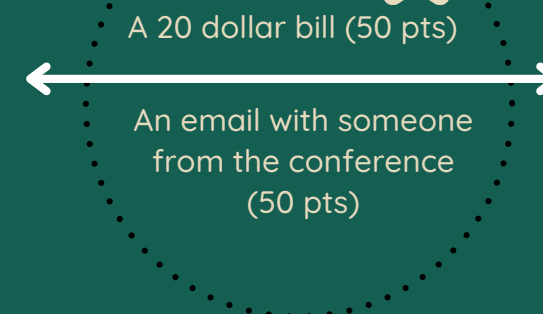
(Access)cavenger Hunt

CONFERENCE EDITION

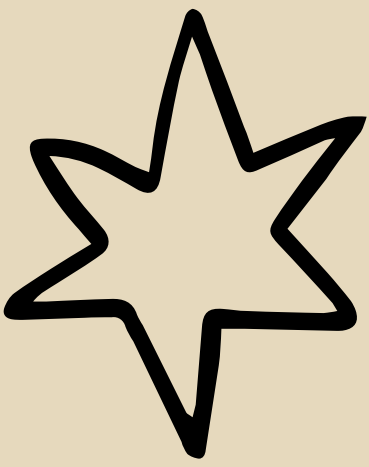


- ☐ Book (15 points)
- ☐ Pair of glasses (5 points)
- ☐ Business card with a senior or executive title (25 points)
- ☐ Coffee or tea cup (7 points)
- ☐ State Id (25 points)
- ☐ Credit Card (35 points)
- ☐ Hair tie/Hair accessory (5 points)
- ☐ A blue pen (5 points)
- ☐ Reusable water bottle (10 points)
- ☐ A face mask (5 points)
- ☐ A key card from a hotel (25 points)
- ☐ A piece of clothing with a work logo (15 points)
- ☐ A laptop (35 points)
- ☐ Photo of you on vacation (20 points)
- ☐ A wrist watch (10 points)
- ☐ Library card (7 points)
- ☐ A piece of gum or mint (5 points)
- ☐ Passport (30 points)

Group members with the most amount of approved check-list items will be the winner of the game. Some items may be worth more than others. That will be shared upon completion of the game.



DEBRIEF



- What did these games teach you about equity and/or justice?
- How was play an effective tool in having discussions about equity and justice?
- How can using radical play support your young people in becoming agents of change?
- What barriers do you anticipate with using play in your change efforts?

Building Radical Play Handout

BUILDING RADICAL PLAY The Kids Are Ready

This handout will guide you through a structured process for designing and implementing radical play activities. Radical play should be fun and it requires us to reimagine play as a medium for critical thinking, empowerment, and action. This handout equips you with prompts, strategies, and reflection techniques to create experiences that encourage participants to analyze complex social issues, challenge existing systems, and envision transformative solutions.

1. IDENTIFY KEY CONCERNS

What core ideas do you want participants to explore through this activity?
What do you want participants to learn or understand by the end of the activity?
I.e. Power and Privilege, Equity vs. Equality, Environmental Justice, Systemic Bias.

2. SELECT MEDIUM OF PLAY

What traditional game or activity will serve as the foundation? How will you adapt the game to incorporate the selected social justice concept(s)? OR What new game can you create as your foundation?

3. BASIC/ADVANCE LEVEL

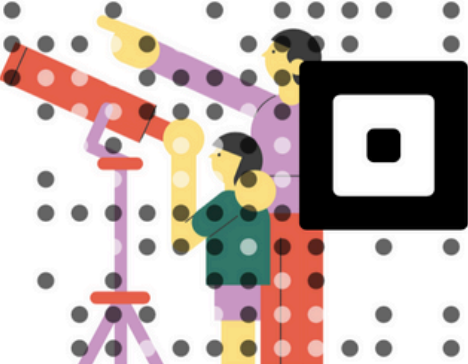
What type of play medium best aligns with your goals? Describe how the chosen medium connects to the desired learning outcomes.

4. PROCESS METHOD

How will you offer a space for young people to process the given information? How will you facilitate space to co-create knowledge and learning? How will you decenter power during your facilitation?

5. PRAXIS

How will you guide participants in reflecting on the activity? How will you facilitate action-oriented outcomes?



BUILDING A RADICAL PLAY The Kids Are Ready

As we begin a new school year, I want to take this opportunity to share some important tips on how you can support your child improve their language skills. By working together, we can create a supportive environment that empowers your child to thrive. Here are some strategies to consider:

1. IDENTIFY KEY CONCERNS

Example: By the end of the activity, participants should be able to define equity and equality and explain how they differ in practice.

2. SELECT MEDIUM OF PLAY

Examples: Freeze tag, musical chairs, charade, group drawing activities, life maps, role-plays etc.

3. BASIC/ADVANCE LEVEL

Example: Musical chairs
Play the traditional version of musical chairs. For the second round, modify musical chairs to explore resource scarcity by varying the availability of chairs based on participants' "roles" in the game.

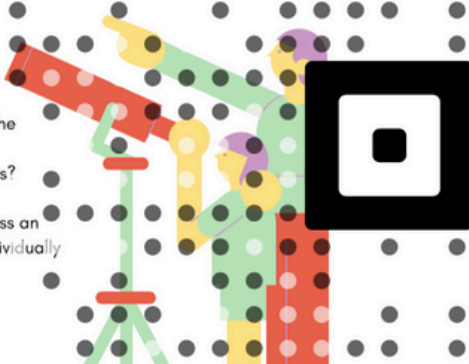
4. PROCESS METHOD

Examples: verbal presentations, group debate, art, video presentation, poetry.

5. PRAXIS

Sample prompts such as:

- What emotions or thoughts came up during the activity?
- How did the game mirror real-world dynamics?
- What action you can:
- Ask participants to brainstorm ways to address an injustice highlighted in the activity, either individually or as a group.





BUILDING RADICAL PLAY

Refer to Handout

01



Concepts/End Goal

04



Process Method

02



Levels

05



Reflection

03



Medium of Play

ACTIVITY: TKAR FISHBOWL

ONE PERSON FROM THE GROUP WILL CHOOSE A RANDOM GAME AND A CONCEPT FROM THE FISHBOWL

YOUR GROUP WILL DESIGN AN ENGAGING ACTIVITY THAT HELPS YOUNG PEOPLE EXPLORE THEIR ASSIGNED THEME AND CONCEPT IN A MEANINGFUL WAY.



ACTIVITY: TKAR FISHBOWL

THE ACTIVITY SHOULD BE STRUCTURED
TO LAST FIVE MINUTES

EACH GROUP WILL HAVE THE
OPPORTUNITY TO FACILITATE THEIR
ACTIVITY WITH THE REST OF THE
PARTICIPANTS.



ACTIVITY: LET'S PRACTICE

YOU ARE FACILITATING A LESSON ABOUT PRIVILEGE AND THERE IS A YOUNG PERSON THAT SAYS "I DON'T HAVE PRIVILEGE, MY FAMILY WORKED HARD FOR WHAT WE HAVE."

AS A FACILITATOR, HOW WOULD YOU RESPOND?



ACTIVITY: LET'S PRACTICE

YOU ARE FACILITATING A SESSION AND PEOPLE ARE TALKING ABOUT THEIR COMMUNITIES. ONE STUDENT SHARES WHERE THEY LIVE, AND ANOTHER STUDENT ASKS "IS IT DANGEROUS THERE?"

AS A FACILITATOR, HOW WOULD YOU RESPOND?





**WHAT IS ONE THING YOU ARE
TAKING AWAY FROM THIS
SESSION?**



Intro	Rules	Round 1	Round 2	Round 3	Final Results
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**THANK YOU FOR
UNLEARNING
AND PLAYING!**

**KEEP IN TOUCH:
SIMONE@OAAARS.COM**