

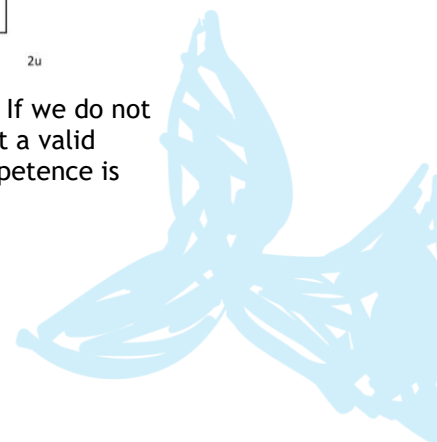
## Schedule

A training has a duration of five full days. After this the trainees do an 'internship' at an animated playground which must contain 50 hours (with children) after which they can obtain a certificate from the government that states that they are "animator in het jeugdwerk" = volunteer playworker

animator in het jeugdwerk							
	dag 1	dag 2	dag 3	dag 4	dag 5	dag 6	
8,00u							
9,00u		Getting out of bed + breakfast					
10,00u		life/thinking of a toddler/primary school kid/teenager		Diversity		Cleaning	
11,00u			Impulses		Review coursecontent + voorbereiding synthesesoefening	Explaining the internship + evaluation	
12,00u		Game 1		Safety (First Aid, Travel in groups)		Teambuilding	
13,00u		Lunch + Animated play by the instructors (15)					
14,00u	Getting to know each other, rules, practical things						
15,00u	Learning new games by just playing a full hour	Game 2	play	Difficult behaviour		Practice	
16,00u		Snack					
17,00u	What is an animated playground + Open system to play	Dressing up of a room and yourself	Attitude of a volunteer playworker (Animator)	Workshop of choice: learning about a topic (bullying, autisme, disabilities, world of teenagers ...)		Practice	
18,00u							
19,00u	Evaluation						
19,00u	Dinner						
20,00u	Getting to know different forms of play by playing an 'instuif' (untranslatable...)	Workshop of choice: learning something practical (dressing up, crafts, tricks ...)					
21,00u	Different posts where they can do something to earn 'points/gadgets' so they can accomplice one goal. All-in a team (example in tekst)		animated plays	Teambuilding: fantasy game (play-pretend?)		Teambuilding: last night project (making the scenes and the impulses of the fantasy game themselves)	
22,00u							
	7 uur	10u30	10u30	10u30	10u30	2u	

The government asks from us that our courses contain the 7 competences. If we do not follow these, then it's not valid and after there internship they can not get a valid certificate. The colours next to the sessions indicate how much every competence is involved in every session.

- Yellow - guiding/ working with kids and young people
- Green - Organising activities
- Blue - how to get others enthusiastic
- Red - guaranteeing the safety of kids and young people
- Pink - being respectful
- Dark blue - self-reflection



## Explaining the schedule

### 1. Game versus play

In the course our vision distinct a difference between play and game.

Game	Play
<ul style="list-style-type: none"> <li>- Has a goal (mostly to win)</li> <li>- Has rules</li> <li>- Has a distinct playing field, amount of time played</li> <li>- You can cheat (because there are rules...)</li> </ul>	<ul style="list-style-type: none"> <li>- Has no goal it's playing for the sake of play</li> <li>- Imagination is the key</li> <li>- There is no timing to it nor is a restriction of the playing field necessary</li> </ul>
Example: hide and seek, soccer, tag ...	Example: playing with dolls, playing in a sandbox ...

### 2. Evening activities

Most evenings have activities in which the trainees get to play themselves (we also ask them to dress up in the theme). After the session we ask them what we did, so they can analyse it and come to the conclusion about that play.

**DAY 1: Instuif** (*I don't really know how to translate this, literally translates to housewarming because it's on the first day*)


As it says in the schedule, they work together as a group to reach a common goal. The goal can be reached by earning 'points' as they do a variety of activities. We always make the game in one theme.

For example: Airport game

1. A small sketch is played by the instructors. A stubborn flight attendant does not want to help the customers because she didn't have her morning coffee. The coffeehouse is too far from her desk and this is making her grumpy → common goal - get the coffee from the coffeemaker (one end of the room) to the desk.
2. The 'students' (don't know how to call them in English) spread out and do various tasks that are linked to an airport (Luggage check, identity check, sorting out things that are not allowed at the airport, security, making the coffee ...) every part has an instructor who is dressed up and playing some sort of type and who guides the activity. If it's well done they get a part of a gutter or some other materials which may help to bring the coffee from the coffeemaker to the desk  
**IMPORTANT:** students are having a free choice of where they want to go, it's not one activity that follows another and they don't have to do them all. When they're bored of one thing they're allowed to just wander around the room to search for the next thing they want to do.
3. During the activities there are two instructors wandering around a plus- and a minus-factor. They can manipulate the game. The plus can make it go faster by helping them (maybe a friendly barista who knows tricks to move coffee around) or make it go slower (someone from the union who's initiating a strike?). This way the students are free but we control the time.

We transform this:



To this 



#### DAY 4: Fantasy play

This is where the instructors start building. We make a huge décor that consists out of smaller scenes in the same theme (see pictures). After that we invite the (dressed up) students in were they have to be/ try to be in character too. The concept is really simple. We prepare some impulses but let the imagination of the students decide the game. If a student suddenly wants to impeach the king (who's played by an instructor) that's fine and it might happen. The impulses (=play ideas) are to keep everything going but not to define the fantasy play.



DAY 5. The same thing as day four but now they prepare and build the game.

### 3. Practice

This is the day that they have to put everything they have learned throughout the course together. In the morning we divide them in small groups (10 people max.) and we go through the highlights of what they learned. After that they have to prepare activities as they would do on an actual animated playground. They have to make sure they would be able to keep kids busy for a whole afternoon.

They have to whole morning to prepare (and they often stress out :p ) and in the afternoon we mix three groups. One group treats the other two (and instructors) as kids and they try their activity. We play for about 20 minutes in each group. Afterwards they give peer feedback and also the instructors give feedback, keeping in mind we want them to feel successful!

### 4. 'animated plays'

Short 'sketches' that form a story throughout the whole week performed by the instructors twice a day. The scene is built by the instructors the day before the course starts. These kind of sketches are also often performed on playgrounds, then it forms a weekly story or monthly story.

You can find a timelapse of how we make these [here](#).

