

Play It

Fair!

Human Rights Education Toolkit for Children



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© 2008 Equitas – International Centre for Human Rights Education
ISBN -13 978-2-921337- 94-6

Legal deposit – Bibliothèque et Archives nationales du Québec, 2008

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Play It Fair!

A Human Rights Education Toolkit for Children

"The game Exclusion by Numbers really helped my group. There was a little girl who cried every week from the beginning of camp because she was always excluded by other children. After the game, I didn't have any further problems in dividing my group into teams; the children included each other... The Toolkit really helped my group. The children realized how it felt to be excluded."

"I love that they're just games... It's going to keep their attention, it's going to make them want to do it because it's fun for them. I think that the fact that you are sitting down with them to discuss what they feel, what they liked and what they didn't like, makes them feel part of it; and like they have a say. And that is awesome. It empowers them and that's awesome."

"The children ask to play the games again and again!"

What is the goal of the Toolkit?

The Toolkit helps to promote **human rights, non-discrimination** and **peaceful conflict resolution** within non-formal education programs for children, such as summer camps or after school activities.

Who is the Toolkit intended for?

The Toolkit is intended for:

- **Children aged 6 to 12**, to support the integration of human rights values into their attitudes and behaviour
- **Camp leaders**, to improve their ability to promote human rights values and peaceful conflict resolution within their activities with children

What are the values promoted by the Toolkit?

The Toolkit helps to reinforce the positive values that derive from the fundamental principles of human dignity and equality contained in the *Universal Declaration of Human Rights*. The human rights values promoted by the Toolkit are:

- **Cooperation**
- **Respect**
- **Fairness**
- **Inclusion**
- **Respect for diversity**
- **Responsibility**
- **Acceptance**

What is in the Toolkit?

There are two sections in the Toolkit:

The **References** section, which contains:

- An Index of Reference Sheets
- 23 Reference Sheets to help those using the Toolkit to become familiar with human rights principles and values, and to learn how to make best use of the Toolkit. The Reference Sheets also contain practical tips on how to establish a code of conduct for the group, how to peacefully resolve conflicts and how to lead Activities and Group Discussions with children.

The **Activities** section, which contains:

- An Index of Activities by Age
- An Index of Activities by Value
- An Index of Activities by Issue
- 63 Activities.

How to use the Toolkit

1. **Read the Reference Sheets** to familiarize yourself with human rights principles and values and to understand how to use the Toolkit
2. **Plan, individually or as a team, a strategy** to integrate the activities of the Toolkit into the programming you offer for children. For help, please consult Reference Sheets 18 to 23.
3. **Identify relevant activities** that will meet your needs. For help, please consult Reference Sheets 13 to 17.
4. **Prepare your activities** by carefully reading the activity sheet. Also, carefully read Reference Sheets 13 to 17.
5. **Hold regular discussions with your colleagues** about the use of the Toolkit. Share your successes and any challenges you have faced and work together to identify ways to improve the use of the Toolkit.

Acknowledgements

This national edition of the Play It Fair Toolkit was developed as part of the project “Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society.” The project was led by Equitas – International Centre for Human Rights Education in partnership with municipal agencies and community organizations involved in non-formal education programs for children and youth. This project has been implemented in the communities of Moncton, Dieppe, Fredericton, Montreal, Toronto, Winnipeg and Vancouver, with the aim of developing enduring strategies that promote inclusion, human rights, non-discrimination, multiculturalism and peaceful conflict resolution within existing non-formal education programs for children.

The first edition of the Toolkit, developed specifically for Montreal, was produced in 2006.

The Toolkit was designed and developed by the Equitas team: Daniel Roy, Annie Pettigrew, Vincenza Nazzari, Frédéric Hareau, Marie-Charles Boivin, and Laura Butler.

We wish to thank the *Direction de la diversité sociale* and the boroughs of the City of Montreal, the *Commission des droits de la personne et des droits de la jeunesse du Québec*, as well as the staff at municipal agencies and community organizations across Canada who contributed, through their innovative vision and untiring efforts, to the improvement of the Toolkit. These partner organizations include: The City of Dieppe, the City of Toronto, the Vancouver Board of Parks and Recreation, the City of Winnipeg, the Multicultural Association of Fredericton, the Boys & Girls Clubs of Dieppe, Moncton and Winnipeg, Ma Mawi Wi Chi Itata Centre Inc. of Winnipeg, the YMCA of Fredericton, and the Magnetic Hill Zoo of Moncton.

We also wish to acknowledge the active participation of municipal employees, organization and day camp staff, and the children who participated in each phase of the project and continue to implement it in their communities.

This project was made possible thanks to the financial support of Canadian Heritage, the J.W. McConnell Family Foundation, and The TD Bank Financial Group. We would also like to thank the *Direction de la diversité sociale* of the City of Montreal and the *Ministère de l’Immigration et des Communautés culturelles du Québec* for their enthusiastic support of this project in Montreal since the beginning. Without their initial support, the Toolkit could not have been realized. We also appreciate the support provided for the project by the Foundation of Greater Montreal.

For more information concerning Equitas and projects related to children and youth, please consult our website: www.equitas.org



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Human Rights

What are human rights?

Human rights are **fundamental rights** that belong to every person simply because he/she is a human being. Human rights are based on the principle that every human being is born equal in dignity and rights. All human rights are equally important and they cannot be taken away under any circumstances.

What is the purpose of human rights?

Human rights are important because they protect our right to **live in dignity**, which includes the right to life, freedom and security. To live in dignity means that we should have things such as a decent place to live and enough to eat. It means we should be able to participate in society, to receive an education, to work, to practice our religion, to speak our own language, and to live in peace.

Human rights are a tool to **protect people** from violence and abuse.

Human rights foster **mutual respect** among people. Human rights incite conscious and responsible action to ensure the rights of others are not violated. For example, it is our right to live free from all forms of discrimination, but at the same time, it is our responsibility not to discriminate against others.

What is the *Universal Declaration of Human Rights*?

The *Universal Declaration of Human Rights* (UDHR) is the **founding document** of human rights. Adopted on December 10, 1948 by the United Nations, the UDHR stands as a common reference point for the world and sets common standards of achievement in human rights.

Although the UDHR does not officially have force of law, its fundamental principles have become **international standards** worldwide and most countries view the UDHR as international law.

Human rights have been codified in various legal documents at the international, national, provincial and municipal levels. In Canada, human rights are defined in the Canadian Charter of Rights and Freedoms as well as in laws and codes adopted at the provincial level.

To consult the *Canadian Charter of Rights and Freedoms* and to learn about provincial laws and codes, visit the website of the Canadian Human Rights Commission: <http://www.chrc-ccdp.ca/links/default-en.asp>.

What is human dignity?

Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, **all individuals deserve respect**.

What is equality?

Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal. Equality presupposes that **all individuals have the same rights** and deserve the same level of respect.

Non-discrimination is an integral part of the notion of equality. It ensures that no one is denied their rights because of factors such as age, ethnic origin, sex, etc.

Summary of the Articles of the *Universal Declaration of Human Rights*

- Article 1.** Right to equality
- Article 2.** Freedom from discrimination
- Article 3.** Right to life, freedom, personal security
- Article 4.** Freedom from slavery
- Article 5.** Freedom from torture and degrading treatment
- Article 6.** Right to recognition as a person before the law
- Article 7.** Right to equality before the law
- Article 8.** Right to remedy by competent tribunal
- Article 9.** Freedom from arbitrary arrest, exile
- Article 10.** Right to a fair public hearing
- Article 11.** Right to be considered innocent until proven guilty
- Article 12.** Freedom from interference with privacy, family, home, and correspondence
- Article 13.** Right to free movement in and out of any country
- Article 14.** Right to asylum in other countries from persecution
- Article 15.** Right to a nationality and freedom to change it
- Article 16.** Right to marriage and family
- Article 17.** Right to own property
- Article 18.** Freedom of belief and religion
- Article 19.** Freedom of opinion and information
- Article 20.** Right of peaceful assembly and association
- Article 21.** Right to participate in government and free elections
- Article 22.** Right to social security
- Article 23.** Right to desirable work and to join trade unions
- Article 24.** Right to rest and leisure
- Article 25.** Right to adequate living standards
- Article 26.** Right to education
- Article 27.** Right to participate in cultural life and community
- Article 28.** Right to social order assuring human rights
- Article 29.** Community duties essential to free and full development
- Article 30.** Freedom from state and personal interference

Children's Rights

What are the rights of the child?

The rights of the child are **specific rights** that aim to protect all human beings **younger than 18 years old**.¹

The human rights proclaimed in the *Universal Declaration of Human Rights* apply to all human beings regardless of their age, and as such children benefit from the same rights as adults. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

What is the purpose of having children's rights?

Children's rights aim to ensure that each child has the opportunity to **reach their full potential**. Children's rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

Children's rights are a tool to **protect children** from violence and abuse.

Children's rights foster **mutual respect** among people. Respect for the rights of the child can only be fully achieved when everyone, including children themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviours of respect, inclusion and acceptance.

What is the *Convention on the Rights of the Child*?

The *Convention on the Rights of the Child* is an **international treaty** that recognizes the civil, political, economic, social and cultural rights of children. This treaty was adopted by the United Nations on November 20, 1989.

In December 1991, Canada ratified the *Convention on the Rights of the Child* and thus committed itself under international law to respect, protect, promote and fulfil the rights of children in Canada.

The Convention requires governments from around the world to respect and uphold children's rights, particularly through the laws they develop at a national level. However, in order for children to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to the children themselves.

To consult the *Convention on the Rights of the Child* or for more information about children's rights, visit UNICEF's website: <http://www.unicef.org/crc>.

¹ In the Convention on the Rights of the Child, a child is defined as a person younger than 18 years old unless the laws of a particular country set the age of majority at a younger age.

What are the guiding principles of the *Convention on the Rights of the Child*?

The four guiding principles outlined here represent the underlying requirements for any and all rights of the Convention to be realized. These principles must be respected in order for children to enjoy their rights.

1. **Non-discrimination and equal opportunity** (Article 2)

All children have the same rights. The Convention applies to all children, whatever their ethnic origin, religion, language, culture, or sex. It does not matter where they come from or where they live, what their parents do, whether they have a disability, or whether they are rich or poor. All children must have the same opportunity to reach their full potential.

2. **Best interests of the child** (Article 3)

The best interests of the child must be the primary consideration when making decisions that may affect children. When adults make decisions, they should think about how their decisions will affect the children.

3. **Right to life, survival and development** (Article 6)

Children have the right to life. Children must receive the care necessary to ensure their physical, mental, and emotional health as well as their intellectual, social and cultural development.

4. **Participation** (Article 12)

Children have the right to express themselves and to be heard. They must have the opportunity to express their opinions regarding decisions that affect them and their opinions must be taken into account. This being said, the child's age, level of maturity, and best interests should always be kept in mind when considering the ideas and opinions of children.

Adapted from Information on Guiding Principles:
http://www.unicef.org/crc/index_30177.html



The Convention on the Rights of the Child in Child Friendly Language

1. Everyone under 18 has these rights.
2. All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
3. All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
4. The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
5. Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
6. You have the right to be alive.
7. You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
8. You have the right to an identity – an official record of who you are. No one should take this away from you.
9. You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
10. If you live in a different country than your parents do, you have the right to be together in the same place.
11. You have the right to be protected from kidnapping.
12. You have the right to give your opinion, and for adults to listen and take it seriously.
13. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
14. You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.
15. You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
16. You have the right to privacy.
17. You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
18. You have the right to be raised by your parent(s) if possible.
19. You have the right to be protected from being hurt and mistreated, in body or mind.
20. You have the right to special care and help if you cannot live with your parents.
21. You have the right to care and protection if you are adopted or in foster care.
22. You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
23. You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

The Convention on the Rights of the Child in Child Friendly Language (continued)

24. You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
25. If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
26. You have the right to help from the government if you are poor or in need.
27. You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
29. Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
30. You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.
31. You have the right to play and rest.
32. You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
33. You have the right to protection from harmful drugs and from the drug trade.
34. You have the right to be free from sexual abuse.
35. No one is allowed to kidnap or sell you.
36. You have the right to protection from any kind of exploitation (being taken advantage of).
37. No one is allowed to punish you in a cruel or harmful way.
38. You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
39. You have the right to help if you've been hurt, neglected or badly treated.
40. You have the right to legal help and fair treatment in the justice system that respects your rights.
41. If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
42. You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54.

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

This child-friendly version of the *Convention on the Rights of the Child* was produced by UNICEF. For more information on the *Convention on the Rights of the Child*, consult the UNICEF website: <http://www.unicef.org/crc>.

Human Rights Education

What is human rights education?

Human rights education is all learning that builds knowledge, skills, as well as attitudes and behaviours of human rights. Human rights education enables people to better integrate human rights values such as respect, acceptance and inclusion into their daily lives.

Human rights education encourages using **human rights as a frame of reference in our relationships with others**. Human rights education also encourages us to critically examine our own attitudes and behaviours and, ultimately, to transform them in order to advance peace, social harmony and respect for the rights of all.

Learning to live together

For knowledge of human rights to produce social change, human rights education must not only strive to develop practical skills, it must also work to foster appropriate attitudes and behaviours. "We must not just educate our children and youth 'to know' and 'to do,' we must also educate them 'to be' and 'to live together.'"

Delores, Jacques et al. *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First CENTURY. UNESCO.*



Why is it important to educate children about human rights?

Here are just some of the reasons why human rights education is important for children:

- **Because it's their right!:** Article 42 of the *Convention on the Rights of the Child* stipulates that children have the right to know their rights. Adults have the responsibility to ensure that children are informed and can exercise their rights.
- **To increase respect for human rights:** Knowing about your rights is the first step in promoting greater respect for human rights. In places where children are aware of their rights, there is generally a better respect for and fewer abuses of children's rights.
- **Because human rights values are universally recognized:** Adults who work with children are constantly faced with the task of trying to determine which behaviours are acceptable and which are not acceptable. Making these types of decisions often involves relying on personal experiences or values. Human rights education provides a clear framework for evaluating when and how to intervene by referring to the universally recognized values that stem directly from the *Universal Declaration of Human Rights*.
- **To encourage the development of self-esteem and active participation:** Once children become aware of their rights, they begin to recognize their own importance as human beings. They also start to realize that what they live, think and feel has value and that they can make a positive contribution to the life of the group, of their family, their school, and their community. Learning about rights encourages children to become more actively involved.
- **To reinforce positive behaviours:** Human rights education is one of the most effective ways of encouraging positive behaviour because it involves both critical reflection and a strengthening of the child's sense of responsibility. Human rights education encourages children to reflect on how they interact with others and on how they can change their behaviour to better reflect human rights values. The result is that they are not only more aware of the importance of respect, cooperation, and inclusion, but also better equipped to put these values into practice in their daily lives.

The Right to Non-Discrimination

What is discrimination?

Discrimination is the **act of excluding an individual or a group** or denying them, for example, a job, housing or access to public space or a service. Discrimination occurs when an individual or group excludes, isolates, treats differently or deprives another individual or group of their rights because of particular “characteristics” such as age, sex, ethnic origin, etc.

What is the right to non-discrimination?

The right to non-discrimination means that all people have the **right to be treated equally**. Every human being is entitled to exercise all the fundamental rights, “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”¹

What are some bases of discrimination?

According to the *Canadian Charter of Rights and Freedoms* and to provincial human rights charters, laws or codes, there are many bases of discrimination.² In most Canadian provinces, **it is illegal to discriminate against someone based on:**

- Age
- Sex
- Social condition (income, occupation, education, etc.)
- Skin colour
- Political beliefs
- Civil status (undocumented, adopted, single-parent family, common-law, etc.)
- Pregnancy
- Disability
- Language
- Sexual orientation
- Ethnic or national origin
- Religion

“All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.”

Convention on the Rights of the Child in Child Friendly Language, Article 2

¹ *The Universal Declaration of Human Rights*. Article 2.

² For more details on the bases of discrimination, please visit the Equitas website: <http://www.equitas.org/toolkit>.

How can the Toolkit help promote non-discrimination?

The activities in the Toolkit are designed to **promote** the regular practice of values such as **respect for diversity, inclusion and acceptance**. Helping children and youth incorporate these values into their behaviours and attitudes is a concrete way to prevent discrimination.

Promoting a preventive approach

Numerous studies have shown that preventive approaches are an effective way to combat discrimination and racism. In fact, it is much easier to help children and youth develop values and attitudes of openness and respect for diversity than to try to change entrenched discriminatory behaviours.

Empowering children

Children and youth live situations of discrimination every day. They may, for example, be influenced by media stereotypes of men and women, be victims of taunting because of their physical appearance, or repeat racist jokes and comments they hear. Given the pervasiveness of discrimination, it is important not only to raise awareness about it, but also to empower children and provide them with the necessary skills to face discrimination constructively.

Activities in the Toolkit allow children to experience, through games, situations where they have to choose between different behaviours: such as inclusion or exclusion, violence or dialogue, competition or cooperation. Based on these concrete experiences, children discuss, as a group, why respect for diversity, inclusion and acceptance are important and then propose actions to put these values into practice in their daily lives.

Activities in the Toolkit provide children with the opportunity to **develop practical skills for dealing with discrimination**. Children learn how to recognize discriminatory behaviours and attitudes and to propose solutions that are more inclusive and respectful of diversity. The positive values and attitudes that children develop through the Toolkit activities will hopefully accompany them into adulthood and this helps to build a society that is more respectful of human rights.



The Toolkit Values

Values

Examples

Cooperation	Cooperation is working together to achieve a common goal. This value encompasses all the other values of the Toolkit.	Exchanging ideas and pooling our talents to accomplish a group task that is meaningful to all the members of the group.
Respect	Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances.	Treating each person with dignity by calling them by their correct names and avoiding mean-spirited nicknames.
Fairness	Fairness is affording to every person the same importance, the same rights, and the same opportunities.	Choosing together a series of activities that will satisfy the interests of both girls and boys, or both younger and older children.
Inclusion	Inclusion is recognizing that every person is a full member of society and of the group.	Exploring together ways to modify an activity so that everyone can participate (for example, children who are learning the language, who are shy or who are living with a disability).
Respect for diversity	Respect for diversity is recognizing and appreciating individual differences.	Valuing the many differences in the group so that each child can feel proud of who they are, their physical appearance, their individual tastes, their lifestyle, their beliefs, the way they dress, speak or think.
Responsibility	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	Behaving in ways that contribute to the positive functioning of the group, for example, listening to and following instructions, picking up our things, and participating to the best of our abilities.
Acceptance	Acceptance ¹ is acting to ensure the full participation of everyone without exception.	Encouraging each child to express his/her ideas without fear of being judged or rejected because of their age, sex, culture, religion, sexual orientation, ability or any other characteristic.

¹ The value of acceptance used in this Toolkit integrates the notion of tolerance as defined by UNESCO in its *Declaration of Principles on Tolerance*, November 16, 1995.

Where do these values come from?

These values **stem from the human rights** as defined in the *Universal Declaration of Human Rights* (UDHR). By promoting these values and incorporating them into our everyday behaviour, we can demonstrate respect for human rights. When these values are not well-understood or respected, incidents of discrimination and racism become more commonplace. The values are fundamental to uphold the key principles of human dignity and equality, underpinning the UDHR.

How to promote these values?

There are several ways to incorporate these values into your programs. In fact, these values are probably already an important part of what you do. Here are some ways to increase the focus on values in your programming.

Add the values to your objectives

It is important to educate employees, parents, and children about the values that your organization promotes through its work. If you are not already doing this, try getting into the habit of referring to your core values when you present your organization or when you talk about what drives your work with children. Values can be mentioned in official documents describing your program and its objectives. They can also be mentioned when recruiting staff, at staff meetings, and during activities with the children.

Increase the visibility of values

When your values are displayed on the wall, it is easier for everyone – children, staff, visitors – to become familiar with the values, to integrate them and to refer to them as needed. Bring the values to life by taking them out into the open where they can be a part of group life. Have the children create a mural that expresses the values and invite them to sign it with a handprint to show that they agree to respect these values.

Establish a values-based Code of Behaviour together

Rules and guidelines established with the participation of the group are more likely to be understood, acted upon and respected over time. Why not involve the children in developing a Code of Behaviour based on these values? The values can form the backbone of many aspects of your work, from establishing new directions and projects to managing employee relationships. For more information refer to *Establishing a Code of Behaviour for the Group*, Reference Sheet 9.

Choose activities that match the values

These values can enrich your programs and enable you to better meet the needs of the children. Your staff may be familiar with activities – beyond those of the Toolkit – that reflect these values and can help children integrate them into their lives.

Staff can consider the following questions as they choose activities that reflect human rights values:

- Are the activities inclusive? Is there a way to include children with special needs?
- Can all the children participate? Is there a way to modify the activities to encourage the participation of children who have difficulty speaking the language or who are living with disabilities?
- Are the activities mostly competitive or can they also promote cooperation?
- Do the activities build an appreciation of diversity? Do the activities encourage the full participation of girls and boys, of younger and older children, or of children from different cultural backgrounds?
- Do the activities encourage children to take responsibility for their actions and attitudes?

Educational Approach of the Toolkit

What is the educational approach of the Toolkit?

This Toolkit was developed using a transformative learning model. The activities in the Toolkit therefore are designed to go beyond simply transmitting knowledge and skills and aim to engender in the children **an awareness of the values based on their own experiences and on critical reflection.**

The activities in the Toolkit are designed to **actively engage the children** in the learning process; to provide them with the opportunity to discover for themselves the importance of human rights and to put into practice strategies for living the values of collaboration, respect for diversity, fairness, inclusion, respect, responsibility and acceptance.

What is the goal of this approach?

This approach to learning, grounded in children's own experiences and reflections, can help **bring about changes in attitudes and behaviours** by encouraging children to incorporate human rights values into their lives.

As you lead Toolkit activities, you will start to see several types of changes in the children: increased participation, collaboration and team spirit; more respect for diversity and differences; a higher level of inclusion and acceptance; a better ability to express emotions; improved capacity to prevent and resolve conflicts peacefully; and a stronger sense of responsibility.

The children can transfer what they have learned to other contexts, integrating changes into their lives at home and at school.

How do the activities work?

The model on the back of this sheet illustrates how the Toolkit activities work. Each activity has as its starting point the experience of the children. The children's participation in a **game** provides them with the opportunity to live a **concrete experience** together in their group from which they can learn.

Each game is followed by a **Group Discussion**, which engages the children in a process of **critical reflection**. The children have the opportunity to talk about what they experienced, reflect on their behaviour in relation to human rights values, and propose ways of integrating human rights values into their lives.

Participating in a game (concrete experience) followed by a Group Discussion (critical reflection) helps to build in the children an awareness of human rights values and **reinforces positive behaviours** based on these values.

Because human rights education is an ongoing process, it is important to regularly conduct activities that promote these values in order to sustain and reinforce the children's learning process.

What is the role of the leader in the educational process?

Leaders¹ **accompany the children and guide them in their learning**. Creating an environment that supports learning is perhaps the most important role of the leader. Leading games, encouraging children's participation, facilitating discussions and giving children the opportunity to critically reflect on their own behaviours are also key responsibilities. Leaders should set an example for children, integrating human rights values into their own behaviours and attitudes and remaining constantly aware of their influence on the children. Leaders should be role models, trustworthy people who encourage children to have fun and to grow at their own pace.

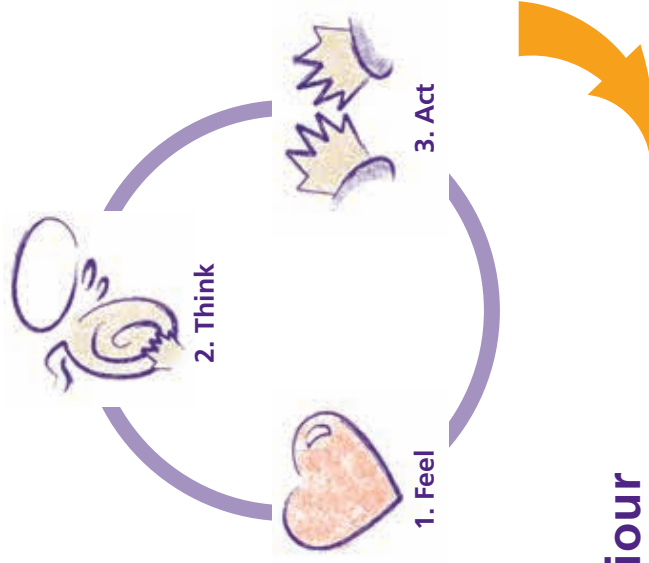
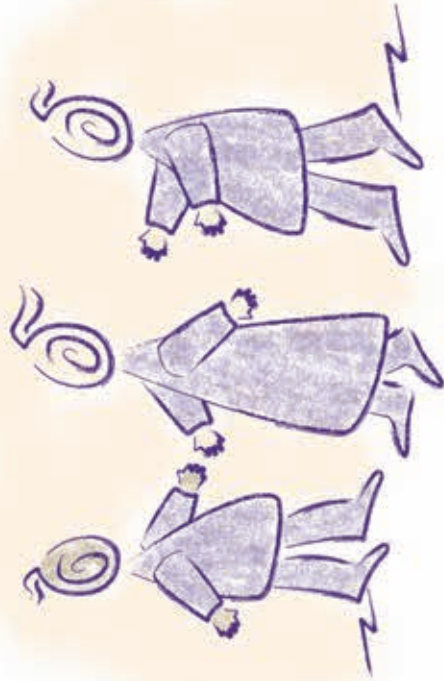
¹ In this Toolkit, the term "leader" is used to refer to a person (adult or a youth) who works with children in non-formal settings such as summer camps. We recognize that different organizations use other terms such as counsellor, facilitator, monitor, youth worker, animator, etc. to denote this role. For reasons of clarity the term "leader" was selected as it appears to be the most widely understood and commonly used term in this context.

Educational Approach of the Toolkit

Game
Concrete experience in a group setting



Group Discussion
Critical reflection



Reinforce positive behaviour

Human Rights Values

- Cooperation
- Respect for diversity
- Fairness
- Inclusion
- Respect
- Responsibility
- Acceptance

1. Feel: Express opinions, experiences and our feelings about the game.



2. Think: Reflect on our behaviour (during the game and in other contexts) and how this relates to human rights values.



3. Act: Propose ways of integrating human rights values into our daily lives.



Child Development

What are the developmental characteristics of 6-12 year-old children?

Children grow very quickly. Between ages 6 and 12, they experience rapid physical growth and development of motor skills. Their cognitive and social development also progress enormously throughout this time. The table below shows the main characteristics of children according to their age group.



	6-8 years old	9-10 years old	11-12 years old
Physical What children can do	<ul style="list-style-type: none"> • They learn how to control their bodies. • They have a lot of energy. • They enjoy manipulating objects. • They may find handling small objects or performing fine motor tasks challenging. 	<ul style="list-style-type: none"> • They enjoy moving and being active. • They enjoy sports, dancing and physically intense games. • They can play until they are exhausted. 	<ul style="list-style-type: none"> • They experience physical changes, especially girls. • Their energy levels vary. • They may find it difficult to control their emotions.
Cognitive What children can understand	<ul style="list-style-type: none"> • They learn best by doing. • Instructions need to be few and simple. • They have a limited attention span and are easily distracted by their environment. • They are very imaginative. 	<ul style="list-style-type: none"> • They are curious and enjoy learning new things. • They learn best when involved in a concrete project. • They may become frustrated when things do not turn out as expected. 	<ul style="list-style-type: none"> • They begin to develop abstract thinking skills. • They learn well through imitating role models. • They are adventurous and enjoy change. • They have a good attention span.
Social The types of relationships children can have	<ul style="list-style-type: none"> • They can be somewhat self-centred. • They play better in pairs than in groups. • They need to be constantly reminded of the group rules. • They like to express themselves, but must be asked directly. 	<ul style="list-style-type: none"> • They place increasing importance on friendships. • They enjoy playing and taking up group challenges. • They are sometimes competitive. • They can express what they like or do not like, but their judgment is sometimes not well developed. 	<ul style="list-style-type: none"> • They enjoy working in teams. • They seek the approval of their peers. • They are more independent and begin to question authority. • They enjoy projects that involve helping others and social justice.

Selecting age-appropriate activities

As a leader, you must try to choose activities that suit the needs of the children in your group. To do this, you should consider the children's:

- Physical development: What can the children do?
- Cognitive development: What are they able to understand?
- Social development: What is important to them socially?

The table below lists suggested activities by age group. Numbers in parentheses refer to the Toolkit activity numbers.



	6-8 years old	9-10 years old	11-12 years old
Mostly outdoor activities	<ul style="list-style-type: none"> • Race games: 02, 07, 11 • Walk-around games: 09, 10, 12, 14, 55 • Circle games: 05, 06, 52, 53 • Hide and seek: 13 • Games using manipulatives (i.e. objects): 03, 05, 06, 52 	<ul style="list-style-type: none"> • Race games: 15, 28, 32, 33 • Walk-around games: 22, 23, 24, 26, 57 • Circle games: 31, 56, 58, 59 • Obstacle race: 27 • Sports: 30 	<ul style="list-style-type: none"> • Race games: 40, 42 • Walk-around games: 51, 60, 61 • Circle games: 62, 63 • Group challenges: 34, 36, 47
Mostly indoor activities	<ul style="list-style-type: none"> • Arts and crafts: 08 • Knowledge games: 54 • Music and rhythm games: 01, 04 	<ul style="list-style-type: none"> • Arts and crafts: 21 • Knowledge games: 17, 18, 19 • Riddles: 20 	<ul style="list-style-type: none"> • Arts and crafts: 45, 48 • Stories and poems: 35, 44 • Role playing: 37, 39, 46 • Improvisation: 43, 50 • Reflection on justice in the world: 38, 39 • Feedback games: 41

Establishing a Code of Behaviour for the Group

What is a Code of Behaviour?

A Code of Behaviour is a **tool** that can help the members of a group **work well together**. It involves setting guidelines that will help build an atmosphere of harmony and well-being within the group.

Ideally, the Code of Behaviour should be developed by all members of the group and should **reflect the values** they want to respect and promote. The Code of Behaviour can be used as a reference tool for determining whether certain behaviours are acceptable within the group.

Why is a Code of Behaviour important?

A Code of Behaviour helps to:

- Build team spirit and a sense of belonging.
- Ensure everyone takes responsibility for his or her own behaviour and attitude.
- Contribute to the safety of children and staff.
- Ensure the activities run smoothly.
- Promote harmony and mutual respect within the group.

Why develop a Code of Behaviour together?

By involving the children in developing a Code of Behaviour, you are making sure that the **children take ownership of the guidelines**. Children will be more committed to respecting guidelines that they themselves have developed. Involving the children in the decision-making process goes beyond the traditional idea of “these are adult rules” towards the more engaging concept of “these are our guidelines.”

What makes a good Code of Behaviour?

Here are a few tips for creating a Code of Behaviour:

- **Develop the Code by consensus.** Everyone must support the Code and agree to respect its guidelines.
- **Use positive language.** The guidelines should specify which behaviours are desirable, so that everyone knows what is expected of them. The Code of Behaviour should not simply list the behaviours to avoid.
- **Speak using the first person (i.e., “I”).** Guidelines should specify what each person must do individually to make the group work.
- **Make the guidelines relevant and practical.** The guidelines must be reasonable and relevant if they are going to help the group run smoothly. Use your common sense and help the children set guidelines that everyone will be able to follow.
- **Keep it simple and to the point.** Guidelines must be easy to understand. Having only a few guidelines will ensure that everyone is able to remember the main points.

When should it be developed?

The Code of Behaviour should be developed **as early as possible**, for example on the first day of activities. The Code of Behaviour is a tool that can help prevent problems in the group, because it specifies from the start what behaviours are acceptable. Ideally, you should not wait until problems arise to develop your Code of Behaviour.

How to establish a Code of Behaviour with children

1. **Begin with an activity that promotes cooperation.** Refer to the *Index of Activities by Value* to select an appropriate game for your group.
2. **Create an environment that encourages discussion.** Invite all the children to sit in a circle. Propose a way to ask for permission to speak, for example by raising hands. Make sure that everyone can speak openly without fear of being ridiculed.
3. **Ask the children why a group should have a Code of Behaviour.** Relate the discussion to the game they just played. Explain that when everyone follows the rules of the game, the game runs more smoothly.
4. **Give examples of good or bad guidelines.** Ask the children why these guidelines work or do not work. Explain that good guidelines must promote respect, inclusion and responsibility in the group.
5. **Encourage the children to suggest guidelines that they feel are necessary.** Write them on a large sheet of paper. Remember that your role is to facilitate, not to control, the process.
6. **Review the guidelines.** Help the children group them and state them in the clearest and most positive terms possible.
7. **Get agreement from all members of the group.**
8. **Suggest making a poster that shows the guidelines you have developed.** Everyone can show their acceptance of the guidelines by signing the poster with their handprint. Display this collective work in an area where it can be seen and appreciated by all.
9. **Review the Code periodically.** Guidelines may be modified or added to according to the group's needs.

How to help the children respect the Code of Behaviour

Here are a few tips to help the children respect the Code of Behaviour:

- **Be a role model** for the children. Make sure to respect the guidelines they establish.
- **Remind the children of their commitments.** When a conflict or a problem arises, remind the children that these guidelines were developed and agreed to by the whole group. Remind the children that their Code of Behaviour applies to everyone and that everyone agreed to respect it.
- **Involve the group in resolving issues.** When a guideline is not respected, work with the group to determine how the guideline can best be followed. This may be a good opportunity for the children to put peaceful conflict resolution into practice.
- **Apply the guidelines and consequences fairly.** The guidelines must always be applied fairly to everyone, including the adults. Along with the guidelines, you may wish to develop a list of consequences and interventions for dealing with situations where the guidelines are not respected. However, no action or consequence should involve humiliating someone who has not respected a guideline.

Peaceful Conflict Resolution

What is conflict?

Conflict occurs when people are in **disagreement**. It can happen with a friend, a parent, a brother or sister, with peers at work or at school, or even with a stranger. Conflicts can also occur when a person does not get what he or she wants and feels unfairly treated.

Conflicts are a part of everyday life. It is normal to not always agree with others and to have conflicts. It is therefore important to learn how to manage and resolve conflicts peacefully.

There are 2 ways of addressing a conflict:

The violent response (confrontation). This response does not help resolve the conflict and may actually make it worse.

The non-violent response (dialogue). This response makes it possible to find a positive solution to the conflict, by actively involving those concerned.

What is peaceful conflict resolution?

Peaceful conflict resolution involves **settling issues through cooperation and dialogue**. People engage in discussion to find appropriate solutions to the problem.

Sometimes, a mediator may be required to ensure the success of the conflict resolution process.

What role should the leader play when a conflict arises between children?

As the leader, your role is to **help the children build the necessary skills** so that they can gradually learn how to resolve conflicts on their own.

When an argument or a fight occurs, you can act as a **mediator** and guide the children in using a peaceful conflict resolution method to settle their differences.

“Violent” response to conflict

- A violent response is based on confrontation, hostility and aggressiveness. Violence can be verbal, physical or psychological.
- One of the people involved tries to dominate or hurt the other.
- The people involved are angry and sometimes want to fight.
- The people involved view each other as enemies.
- In the end, it seems as though the stronger ones win, but in reality, nobody wins, as nothing has been resolved. **The conflict continues.**

“Non-violent” response to conflict

- A non-violent response is based on dialogue.
- People express their needs and listen to those of others.
- People listen with their ears, but above all with their hearts.
- In the end, dialogue makes it possible to find a positive solution to the problem. Everybody wins and **the conflict is resolved.**

How to promote peaceful conflict resolution

- **Acknowledge that there are conflicts** and avoid downplaying them. Remind the children that it is normal to have conflicts; and that to solve a problem, they must first acknowledge that there is one.
- **Encourage the children to express their emotions**, especially the negative ones. Remind the children that it is normal to get angry sometimes and to want to express that anger.
- **Step in immediately when a violent act occurs.** Do not treat physically or verbally violent acts as if they were insignificant. Remind the children that while it is normal to feel anger, it is never acceptable to take it out on others.
- **Display the peaceful conflict resolution method** on the wall and propose using it whenever a conflict arises. You may also want to incorporate it into your group's Code of Behaviour (see Reference Sheet 9).
- **Be a role model** for the children by using the peaceful conflict resolution method to resolve any conflicts that may arise.

Toolkit activities that promote peaceful conflict resolution

- 08 Memory Picture
- 09 Friendly Crossing, Safe Passage
- 26 Rock-Paper-Conflict!
- 27 The Race Against Anger
- 41 It's Hot...It's Not...
- 42 The Bears and the Bees
- 43 The Worst Day of My Life

The peaceful conflict resolution method

When a conflict arises, I must:

1. **Calm down.**
2. **Discuss the situation** with the person(s) involved in the conflict.
3. **Explore possible solutions** with the person(s) involved.
4. **Agree on a solution** that works for everyone.
5. **Put the solution into practice.**



Recognizing and Preventing Racism

What is racism?

Racism is the conscious or unconscious **belief** that certain people or groups are inherently superior to other people or groups simply because they belong to a particular “race.” Racism is based on prejudices and stereotypes, which maintain that biological differences among “races” justify domination, persecution or aggression.

Racism generally manifests itself in the form of **attitudes and behaviours** that bring harm to people or groups for no other reason than the colour of their skin or their ethnic origin.

What is prejudice?

Prejudice can be defined as a **preconceived judgment** or opinion regarding individuals or groups which is formed without a sound justification or without sufficient knowledge. For example, the belief that boys are better than girls is a prejudice. In common usage the word “prejudice” almost always refers to an unfavourable or hostile attitude towards others simply because they belong to a different social or ethnic group.

What is a stereotype?

A stereotype is a **simplistic generalization**, a cliché imposed on a group of people, an institution or a culture. For example, “Black people are good at sports” is a stereotype. Stereotypes are usually negative.

Why do children exhibit racist behaviour?

Children are not born with prejudices against any particular ethnic group. They pick up feelings of mistrust or rejection from **external influences**, notably from their parents, other children, teachers, and the media.

As they observe the world around them, children tend to imitate the behaviours and attitudes that they perceive. It is important to know how to recognize racism and how to intervene when racist acts or words have been identified, thereby promoting respect for diversity and acceptance in all your activities.

Only One Human Race

The term *race* usually refers to physical or morphological characteristics, such as skin colour, hair or ethnic origin. However, there is no scientific proof to support the existence of different “races.” In fact, biology identifies only one race: the human race. **Human beings are genetically too similar to talk about differing “races.”**

For these reasons, the use of race is questionable. It is a social construct that mainly serves to justify the perpetuation of inequalities and injustices.

How to recognize racism

Racism takes **many different forms**. It might occur as an act of physical violence, but most often, racism is exhibited in the form of verbal abuse and social alienation. Children need to become aware that racist words and acts that exclude others are serious and unacceptable.

How to prevent racist behaviour among children

Racism feeds on ignorance, false beliefs and a fear of “the other.” **Raising awareness about racism and increasing education** efforts are the best ways to prevent racist behaviour. Here are some suggestions:

- **Promote respect for diversity** by leading activities that reinforce this value.
- **Do not ignore or make light** of racist words and acts. Take action and intervene as soon as possible when you witness racist behaviour. For tips, consult *Stopping Verbal Abuse*, Reference Sheet 12, and the *Index of Activities by Issue*.
- **Be a role model** for the children. Avoid making negative comments about people from particular cultural communities.
- **Encourage children to talk** about the language they speak at home and to share cultural experiences, such as important beliefs and the way they celebrate certain holidays.
- **Organize activities** that celebrate cultural diversity, such as traditional storytelling and dancing, games from around the world, or pot-luck dinners to taste foods from different countries.

Examples of Racism: What you might see

Physical Violence	<ul style="list-style-type: none"> • Hitting, pushing, or blocking a person from passing by because of his or her skin colour. • Messing up hair, taking clothes, deliberately dirtying someone because he/she belongs to a particular ethnic group. • Damaging, hiding, breaking or stealing something that belongs to someone from a particular cultural community.
Verbal Abuse	<ul style="list-style-type: none"> • Making jokes or derogatory comments to newly arrived immigrants about the way they dress, what they eat, or their religious beliefs. • Using a derogatory name to refer to an aboriginal person. • Over-generalizing or stating prejudices about an ethnic group, such as “All the people from that ethnic group are violent.”
Social Alienation	<ul style="list-style-type: none"> • Refusing to touch, speak with, or sit beside someone from a particular ethnic background. • Excluding, deliberately ignoring, or influencing others to reject other people because they belong to a particular cultural community. • Ridiculing, spreading rumours, or writing graffiti about people because of their skin colour.

Stopping Verbal Abuse

What is verbal abuse?

Verbal abuse refers to the use of **offensive language**, including jeering, mean jokes, belittling comments, mocking or name-calling.

Words can be used, consciously or unconsciously, **to intimidate or to belittle someone**. Note that this is different from playful, respectful teasing that may occur among friends and express some form of complicity.

Why must verbal abuse be stopped?

Even if meant as a “joke,” words can have a negative impact on the children and on the overall group dynamic:

- Verbal abuse lowers self-esteem and causes anxiety and stress in those children who suffer it.
- Name-calling and jeering that are used “just for fun” often escalate to bullying and physical violence.
- A bullying incident often lasts less than one minute, but can leave emotional scars that last a lifetime.
- Widespread usage of certain insults and expressions (“You’re gay,” “You’re blond,” “You’re retarded”) contributes to reinforcing prejudice and stereotypes aimed at certain members of our society.
- Verbal abuse makes the group feel unsafe and limits the children’s capacity and will to participate and speak freely.

Did you know?

- **Bullying occurs every seven minutes in schoolyards and every 25 minutes in classrooms.**
- **Sixty percent of boys identified as bullies in their youth have a criminal record by the time they reach the age of 24.**
- **Children who are regular victims of bullying are often rejected by other children and are at risk for depression and suicide.**

Adapted from the National Crime Prevention Strategy: Building Safer Communities, 2002-2003, Issue 7 Government of British Columbia, Ministry of Education, Live Violence Free: http://www.bced.gov.bc.ca/live_vf/bullies_2.htm



How to deal with verbal abuse

When you hear offensive language or a mean joke, you must intervene. Never ignore the incident, make excuses for it or act as if it were harmless behaviour. A **“zero tolerance”** approach should be taken to maintain an environment in which children feel respected and safe.

There are 2 steps in effective intervention:

1. **Put a stop to the behaviour.**
2. **Educate** the children involved, choosing the right time and place.

Depending on the circumstances, you may choose to intervene immediately with the group, or wait and deal with the issue privately. You need to consider the needs of the child who is the victim of the jeering and think about the most appropriate setting to educate the other children and stop verbal abuse once and for all.

The table below will help you choose the type of intervention that is best suited to your situation.

Educating on the spot (with the group)	Educating at a later time (in private)
<ul style="list-style-type: none"> • Allows for immediate action and support. • Provides the opportunity to remind the children that there is a zero tolerance policy for verbal abuse. • Reassures the children and makes them feel safer. • Shows that there are consequences to using offensive language. • Provides the opportunity to explain to all the children that using offensive language is unacceptable and that everyone has the right to be respected. 	<ul style="list-style-type: none"> • Allows the people involved (offenders, victims, staff) time to calm down. • Gives offenders the opportunity to save face. • Avoids putting the victims in an embarrassing situation. • Allows more time to explore and explain the consequences of verbal abuse.
Possible forms of group intervention	Possible forms of private intervention
<p>Explain to the child in a clear and firm, but respectful tone:</p> <ul style="list-style-type: none"> • What you just said is unacceptable... • Respect is very important in our group. What you just said was not respectful to... • Please apologize to... 	<ul style="list-style-type: none"> • What did you mean by “You’re gay,” “You’re an idiot”? • How do you think (name of the child) felt when you said that? • Why is it unacceptable to say what you said? • What you said is a stereotype. Stereotypes are like lies and they hurt other people’s feelings. • What could you do next time to show more respect?

Adapted from Nancy Goldstein, *Zero Indifference: A How-To Guide to Ending Name-Calling in Schools* <http://www.galebc.org/name.pdf>, consulted on April 11, 2008.

Selecting and Facilitating Activities

How to select an activity

When selecting an activity, it is important to **consider the context and the needs and interests of the children** in your group. Take the time, for example when planning your program schedule, to select the activities that best meet your needs. You can talk to other leaders to identify together which activities are working well and to identify the most interesting activities.

The Toolkit offers a variety of tools to help you select activities:

The indexes will help you select appropriate activities by:

- Age: the age range of your group
- Value: the values you wish to promote
- Issue: the challenges that you may face in your group

An **information box** on each Activity Sheet helps you select appropriate activities that meet your needs in terms of:

- Time: the time you have available
- Group size: the number of people in your group
- Location: where the activity will take place (indoors or outdoors)
- Activity level: the type of activity your group needs (calm or active)

Remember that while it is sometimes easier to facilitate activities with which you are already familiar, regularly introducing children to new activities sparks their interest.



How to facilitate an activity

Getting Ready	<ul style="list-style-type: none"> • Carefully read over the Object of the Game and the How to Play instructions to make sure that you will be able to explain it clearly to the children. • Prepare to facilitate the Group Discussion (Reference Sheets 14 to 17). • Choose a safe and appropriate place to conduct the game. • Prepare the materials you will need.
Explaining the Activity	<ul style="list-style-type: none"> • Ask the children to sit so they can all see and hear you, for example, in a circle. • Make sure that the group is listening. You may want to use a rallying cry to get everyone's attention. • Explain in your own words the object of the game and how it is played. Remember to stress safety rules. • Use simple words and short sentences...as well as a dash of humour! • Demonstrate the game or give examples when necessary. • Encourage the children to ask questions. • If you are not sure that everyone understood, ask volunteers to summarize the rules.
Facilitating the Game	<ul style="list-style-type: none"> • If you need to form teams, try to use a method that ensures nobody is picked last. For example, to form 2 teams, ask the children who were born on even days to form 1 team and those who were born on odd days to form the other. • During the activity, review the steps of the game and safety rules. Step in if things get confused or when conflicts occur. • Get involved in the game and show your enthusiasm. Depending on the activity or the group's needs, you may take on different roles, acting sometimes as participant, game leader or referee. • Pay attention to the children's attitudes and to any incident that may occur. Remember that you will review the way the game was played during the discussion.
Ending the Game	<ul style="list-style-type: none"> • Thank the children for participating in the game. • Invite the children to sit and start the Group Discussion.
Facilitating the Group Discussion	<ul style="list-style-type: none"> • Refer to Reference Sheet 15.

Group Discussion: What is it?

What is the Group Discussion?

Group discussion is **a time for children to share** their thoughts and feelings after a game. There are 3 steps in a Group Discussion:



- 1 **Feel** – Children talk about how they liked the game and the feelings they experienced.



- 2 **Think** – Children reflect on their behaviour (during the game and in other situations) and make connections to human rights values.



- 3 **Act** – Children propose actions for incorporating these values into their daily lives.

What is the purpose of the Group Discussion?

The Group Discussion encourages children to **think about what happened during the game and to draw life lessons** that they can then apply in other contexts. The Group Discussion gives children the opportunity to discover – for themselves – the importance of human rights values. It also encourages them to propose ways of actually living according to these values. The Group Discussion encourages children to fully participate by giving them the opportunity to exercise their right to express themselves and to be heard.

Why is the Group Discussion essential?

The Group Discussion builds children's awareness and understanding of human rights values. Positive behavioural changes can be observed at different levels:

- **Development of positive attitudes**
Group Discussions encourage children to make links between what they experience in the games and their own lives. For example, they become aware that while it is difficult to feel excluded during a game, it is even more difficult and challenging to actually experience rejection in their daily lives. Drawing on the experience of the game, the children identify concrete actions to promote a positive group dynamic. Not only do the children gain greater awareness of how important it is to cooperate and to respect others, but they also gain the skills to live these values.
- **Development of self-esteem**
When children are listened to by a group, without being judged, their self-confidence will increase. They become aware that what they experience, think or feel is important and is worth sharing with others.
- **Increased participation**
Each child has their own life experience and their own way of thinking. This diversity is an asset to the group. When leaders take time to listen to the children, they can develop a better understanding of the children's needs and interests. They can increase children's involvement in the selection of activities as well as in decisions affecting the group. Building on the children's good ideas not only improves the quality of the activities, but also makes the leader's job easier.
- **Stronger sense of responsibility**
Group Discussions provide the opportunity for children to reflect on their behaviours. They learn to observe themselves in action and to analyze their attitudes during a game. They become more aware that their words and actions influence group dynamics and can be hurtful, reassuring, or encouraging to others.

What role does the leader play during the Group Discussion?

The leader's role is to **facilitate the Group Discussion**. Leaders are responsible for:

- Asking questions
- Listening carefully to the children's ideas, without judging them
- Encouraging children to express themselves
- Ensuring that each child can speak and be listened to
- Being responsive to the group's needs and the overall dynamic in the group

How will children react?

Children enjoy discussing and sharing what they experience, feel and think. When they feel listened to and confident, they generally express themselves with spontaneity and enthusiasm.

At the beginning, children may be surprised to be invited to take part in a Group Discussion. They may ask what the discussion is for. One way to explain the purpose of the Group Discussion is to present the idea of a body (heart, head and hands).

Over time, both the children and the leaders will become more familiar with Group Discussions, finding it easier to participate and enjoying themselves more and more.

How often should the Group Discussion take place?

It is recommended that a Group Discussion be **held after each game in the Toolkit**.

If you repeat an activity, it is important to have a Group Discussion every time. A game will always take a slightly different course, and the Group Discussion makes it possible to express any new ideas that emerge. A new Group Discussion allows for deeper discussion and for reinforcing the learning from the activity.

How long does the Group Discussion last?

On average, the Group Discussion lasts from **3 to 10 minutes**. Leaders need to adapt the Group Discussion to the number of children, their ages and interests. If the children want to continue the Group Discussion, the leader should encourage them to do so.

Am I able to facilitate the Group Discussion?

Facilitation is a technique that can be learned. It is normal to feel a bit uneasy at first. However, with experience, both you and the children will find Group Discussions to be easier, richer and more interesting.

Facilitating Group Discussions gives you the opportunity to really get to know the children in your group and to better understand their needs and interests. Over time, it will become easier for you to facilitate Group Discussions, or any other activity, with your group.

Reference Sheets 14 to 17 are specially designed to help you lead Group Discussions. Please refer to them as needed.

"You have the right to express your opinion."

*Convention on the Rights of the Child
in Child Friendly Language, Article 12*




Group Discussion: How Does it Work?

Prepare the activity	<ul style="list-style-type: none"> • Read the activity sheet. Make sure you understand the purpose of the game and the values promoted. • Prepare your questions. You may use the questions provided on the activity sheet or adapt them as needed. • Note or learn by heart at least 1 question for each step in the Group Discussion (heart, head and hands).
Set the stage for the Group Discussion	<ul style="list-style-type: none"> • During the game, pay particular attention to the children's attitudes and behaviours and to any incident that may occur. Remember that you will review the way the game was played during the Group Discussion. • If possible, choose a quiet place for the Group Discussion. • Ask children to sit in a circle and sit with them. Make sure that you can all see and hear each other. • Decide with the children how to ask permission to speak, for example, by raising their hand.
Ask questions	<ul style="list-style-type: none"> • Begin with a very simple question, for example, "Did you like the game?" • Ask the questions in your own words, without reading them to the children. • Use simple words and short sentences. • Ask only 1 question at a time. • Allow the children time to answer the question. Repeat or rephrase the question as needed. • Ask the questions so as to move the discussion forward. Be flexible with the questions you prepared and choose the next question based on what the children say. • Ask questions to stimulate discussion (see the back of this sheet). • Encourage the children to speak but do not force them. • When a child finishes speaking, thank them for sharing their thoughts. • Before going on to the next question, ask if anyone has anything to add.
Make comments	<ul style="list-style-type: none"> • Remember that there are no right or wrong answers and that every child is entitled to their own opinion, as long as it is respectful of others. • When making comments, focus on the opinion expressed and do not criticize the child. • Be conscious of your body language: encourage the children to speak through your gestures and postures.
Close the Group Discussion	<ul style="list-style-type: none"> • Sum up 1 or 2 important ideas expressed by the children. • In some cases, you may want to ask the children to identify an "action of the day" in relation to what has been discussed. • Thank your group for their participation.

What questions should I ask during the Group Discussion?

In general, you can ask the **questions provided on the Activity Sheet**. These questions are adapted to the age group and to the values promoted in each game.

However, if you want to facilitate a Group Discussion with children in an age group different from the one for which an activity is intended, or after a game that is not included in the Toolkit, you will have to adapt the questions or make up your own. Refer to the following examples for help:

	6-8 years old	9-10 years old	11-12 years old
 Feel	<ul style="list-style-type: none"> • Did you like this game? Why? • How did you feel during the game? 	<ul style="list-style-type: none"> • What did you like the best (or the least) in this game? Why? • What struck you most in this game? Why? 	<ul style="list-style-type: none"> • What do you think of this game? • What feelings did you experience during the game?
 Think	<ul style="list-style-type: none"> • Did you succeed in completing the task? Why? • What did you do to complete this task? 	<ul style="list-style-type: none"> • What was the easiest (or the hardest) part of this game? Why? • If we played the game again, what would you do differently? 	<ul style="list-style-type: none"> • What could be done to make playing this game easier? • Does this game remind you of a situation you have experienced in the past? What situation and why?
 Act	<ul style="list-style-type: none"> • Did you learn anything new about your friends while playing the game? What did you learn? • What can we do to make sure everyone feels comfortable in our group? 	<ul style="list-style-type: none"> • What did you learn about our group through this game? • What things can we do to make our group run more smoothly? 	<ul style="list-style-type: none"> • What could be improved in the way our group works? • How can we make sure everyone feels part of the group?

Other questions to stimulate the Group Discussion

Since the simplest questions are often the best, do not be afraid to ask short and simple questions to encourage the children to speak. Here are a few examples:

- What do you think about that?
- Can you explain why you agree (or disagree)?
- Does everybody agree?
- Does anyone have any other ideas?
- Does anyone who has not spoken yet want to add anything?

Group Discussion: Tips to Improve the Group Discussion

How to overcome the challenges of facilitating the Group Discussion

Facilitating a Group Discussion is exciting, but not always easy. At the beginning, you may feel less comfortable and the children may participate less actively. This is normal.

However, with experience, both you and the children will find Group Discussions to be easier, richer and more interesting. Here are tips to help you overcome some of the challenges you might face:

What to do if...

<p>Nobody wants to speak</p>	<ul style="list-style-type: none"> • Be the first to share your observations and opinions of the game, and then ask the children if they agree with you and why. • Invite another leader to take part in the Group Discussion.
<p>Children are not listening to each other</p>	<ul style="list-style-type: none"> • Use the “talking stick” (see the back of this sheet). • Have the children play <i>The Noisiest Game in the World</i> (Activity 25) and lead a Group Discussion on the importance of listening.
<p>It is always the same ones who speak</p>	<ul style="list-style-type: none"> • Invite the children to take turns speaking one after the other, around the circle. • Suggest that each child speak at least once before a child who has already spoken is allowed to speak again. • Pass the “talking stick” until it has gone around the whole circle. Suggest that everyone get equal speaking time, for example 30 seconds. • Give each child 2 or 3 “chips.” Each time a child speaks, he or she hands you 1 chip. When a child has no chips left, he or she can no longer speak.
<p>A child does not want to speak</p>	<ul style="list-style-type: none"> • Encourage them to speak, but do not force them. If they do not want to speak, invite them to listen. • Explain to them that you would enjoy hearing what they think. • Ask them to respond to someone else's idea. • Give them a specific responsibility, such as being the “Key Listener” in charge of ensuring that silence and speaking time limits are respected.
<p>Some children are not fluent in the language</p>	<ul style="list-style-type: none"> • Translate for them if possible. You may also ask a child, who is able, to act as an interpreter. • Ask very basic questions that can be answered with gestures. For example, you may ask the children to put their thumbs up when they like a game or when they agree, or down when they do not. • Invite the children to draw or choose a picture that expresses how they feel. • Try some of the variations provided on Reference Sheet 17, especially “Green, Yellow, Red.”

The group is very big	<ul style="list-style-type: none"> • Divide the group into smaller teams for discussion. If possible, try to have a leader to facilitate the Group Discussion in each team. • Allow each child to speak only once.
The group includes children of all ages	<ul style="list-style-type: none"> • Ask the children to speak in order of their age: from the youngest to the oldest. • Try out the variations for a multi-age group (see Reference Sheet 17).
Many children did not like the game	<ul style="list-style-type: none"> • Ask the children why they are not happy: Why didn't you like this game? Why do you say it's boring? • Ask the children to suggest ways to improve the game or to create variations.
A child makes an inappropriate comment	<ul style="list-style-type: none"> • Intervene immediately or, if the time is not right, mention to the child that you would like to speak with him or her later about this incident. As much as possible, avoid ignoring the incident or acting as if it were harmless behaviour. • Refer to the tips on <i>Stopping Verbal Abuse</i> (see Reference Sheet 12).
Some children say they do not like Group Discussions	<ul style="list-style-type: none"> • If the children are not familiar with this type of activity, encourage them to be open-minded and to try something new. • Try out the variations provided on Reference Sheet 17.
A child shares a difficult personal experience	<ul style="list-style-type: none"> • Show empathy for what the child is going through. Be supportive, reassure the child, and thank him or her for sharing this experience with the group. • Encourage the other children to be supportive, respectful and discreet about what they heard. • Explain to the child that you are available to talk if he/she feels like it. In the days following the discussion, be especially available and supportive of the child's needs. • Remember that you must do something if a child tells you that he/she is being abused or mistreated. Immediately inform the appropriate people of any situation that poses a threat to the safety of the child.

The talking stick: a fun way to promote listening

Some indigenous peoples use a sacred object to indicate the right to speak. When a person holds the object in their hands, no one else may say a word. During a Group

Discussion, the leader may use this technique to promote listening. When someone wishes to speak, they must raise their hand and wait until they have the sacred object (such as a stick or scarf) in their hands before they can speak. When they have finished speaking, they hand the object over to someone else whose hand is raised.

Group Discussion: Variations

How to vary your approach to Group Discussion

If you lead Group Discussions frequently, it may be a good idea to vary your approach to increase the children's interest. Here are a few ideas to inspire you:



6-8 years old

Green, Yellow, Red

Give each child a green, a yellow and a red piece of cardboard. Have the children answer simple questions by holding up the colour corresponding to their answer choice. Example:

- If you liked the game a lot, hold up the **green card**.
- If you liked the game a little, hold up the **yellow card**.
- If you did not like the game, hold up the **red card**.

This variation may be useful with a group of children who are not fluent in the language.

The Interview

Conduct a mock interview to spark the children's interest. Make a fake microphone and pass it from one child to the next. Remember to encourage those children with soft voices to speak clearly into the microphone. As a good journalist, make sure to write down some quotes in a notebook!

The Memory Photo

Explain to the children that you would like to take some pictures to remember the game. One by one, the children should pose to show how they feel about the game: happy, angry, tired, etc. The other children should guess what feeling is being acted out. Next, ask them why they feel that way.

9-10 years old

Draw Your Face

Ask the children to draw a face that shows how they feel about the game. Example:



Next, ask them why they feel that way, and then continue with other questions.

The Game Review

Do a mock review of a sports game to spark the children's interest. Have the children form a tight circle with their arms around each other as for a team huddle. Use questions such as:

- How did the game go?
- Did you give 110%?
- What is our game plan for the next game?

The Trigger Word

One by one, ask the children to say the first word that comes to their mind when they think about the game they just played. It could be an emotion, an adjective, or even a colour. Ask them why they chose that word and then continue with other questions.

11-12 years old

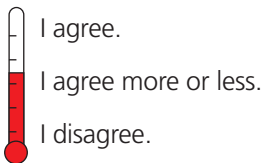
The Call-in Show

Create a mock radio or TV call-in show to spark the children's interest. Begin with a theme tune from a popular TV show. Use sentences such as:

- Okay, we have a call on line 2. Good morning Madam! You are on the air: go ahead!
- Can you tell our 100,000 listeners what you think of...
- Thank you very much for calling. Onto our next caller...

The Thermometer

Show the children an imaginary line, representing a thermometer, along a wall. Specify that 1 end of this thermometer means "I agree," the other end means "I disagree" and between the 2 ends, positions are somewhat mixed.



Make statements about the game, for example:

- I liked the game.
- I felt excluded during the game.
- I did my best to participate.

Ask the children to indicate whether they agree with each statement by positioning themselves along the thermometer. After repeating the exercise with 5 or 6 statements, get back in a circle for children to comment on their answers.

Multi-age Group (6-12 years old)

From 1 to 10...Fingers

Ask the children to grade different parts of the game by showing only a few fingers for a weak part and several or all fingers for a strong part, for example:

From 1 to 10...fingers

- Did you like the game?
- Did you participate actively?
- Would you like to play this game again?

For each aspect of the game, ask the children why they graded it the way they did.

A Picture is Worth a Thousand Words

Provide the children with a few pages from catalogues or flyers and ask them to choose a picture that reminds them of the game. This could be a face that expresses a particular feeling, an object, a landscape, or a person's particular position. Ask them why they chose that picture, and then continue with other questions.

Skits

Ask 1 or 2 other leaders, or some older children, to help you act out situations related to the way a game is played or the values it promotes, such as an act of exclusion or bullying. Children are then invited to comment on these situations.

From the Youngest to the Oldest

With a multi-age group, it is better to let the youngest children speak first, and then the older children.

Integrating Toolkit Activities into a Program

Why integrate Toolkit activities into my program?

The Toolkit helps you promote positive values when working with children. It includes simple, easy and fun activities that you can do regularly with your group.

As a leader, you can use this Toolkit as:

- **A prevention tool**

The activities help promote positive values such as cooperation, inclusion and respect for diversity. They help to create a positive atmosphere and to reduce the number of conflicts in the group (see the *Index of Activities by Value*).

- **An intervention tool**

The activities can form part of a constructive response to incidents that occur in a group. To help you use the Toolkit as an intervention tool, consult the *Index of Activities by Issue*.

How many activities should I do?

It depends on how much time you have and what your priorities are. However, experience has shown that the more activities you do, the more you will notice positive changes. To achieve maximum impact, you should conduct **3 to 5 activities a week**.

How much time should I allow?

To plan your program, **refer to the time indicated on each Activity Sheet**. As several activities are short, you can conduct 2 to 3 of them in a row. Remember, however, that several short activity periods are generally better than a single long one.

How do I integrate the Toolkit activities into my program?

The Toolkit is a **flexible resource that is designed to meet your needs**. The Toolkit contains over 60 activities. You may select the activities that best fit your needs and incorporate them into your program in the order you choose.

Here are some ideas on how to use the Toolkit on a regular basis:

- **Set aside specific periods of time** each week for Toolkit activities (for example, two 45-minute periods).
- **Set a minimum number of activities** to be carried out each week (for example, 5 activities).
- **Set a long-term goal** (for example, facilitate 25 different activities over the summer).

For help on selecting activities and fitting them into your program, refer to the Indexes and Sample Programs provided in the Toolkit.



More on integrating Toolkit activities

Carrying out Toolkit activities should be easy, simple and fun both for you and the children. Below are some tips to make things easier for you and to help make the most of the time you spend working with the children.

Allow for preparation time

Include the preparation of activities in your regular routine. Allow time each week (for example, 20 minutes on Friday evening or Monday morning) to select and prepare the activities that you will conduct during the week.

Write down the activities you select in your program

Plan blocks of time for Toolkit activities and write down the activities you select in your program. Jot down in the margin, 2 or 3 activities that you may want to do during any free time, for example, while waiting for the bus.

Try a new activity each week

Challenge yourself to try new activities regularly. This will be stimulating for you and will spark the children's interest. Why not choose, with the other leaders, an activity to highlight each week and display it on the bulletin board?

Make photocopies

Photocopy the activities that you use more frequently (those of your age group, for instance) and put them together in a binder. You may also want to make photocopies of your favourite activity and encourage the other leaders to try it.

Facilitate activities in pairs

Facilitating an activity is much easier when there are 2 of you. For certain activities, it may be interesting to pair a new with a more experienced leader. Pairing 2 groups of children also increases the number of players, making certain games more interesting.

List the best activities

Make it a habit to note the activities the children enjoyed or that helped improve the group dynamics. Why not make a list of your "greatest hits" as part of a team meeting? This list will help you plan your activities and may be passed on to new leaders who are using the Toolkit for the first time.

Visit the Toolkit website

Visit the Toolkit website to:

- Download the Toolkit for free.
- Access new games and facilitation tools.
- Share tips with leaders from across Canada.
- Ask questions and get online support.

<http://www.equitas.org/toolkit>

Team Planning and Follow-Up

Why work as a team?

No matter the type of organization you are from, **the results will be better** if everyone uses the same educational approach. When everyone promotes the same values, the message is clear and the children are better able to incorporate these values into their behaviours and attitudes.

What is planning?

Planning is an essential tool, which enables you to:

- Determine as a team how best to use the Toolkit and promote human rights values.
- Set targets related to the Toolkit and identify actions to achieve them.
- Coordinate facilitation activities by working together to develop a program that incorporates Toolkit activities.

Planning should be done while the program is being developed.

What is follow up?

Follow up is a key mechanism by which you can:

- Assess whether the Toolkit is being used properly.
- Encourage and help each other in using the Toolkit and in trying new activities.
- Share your successes and best tips.
- Work together to identify and solve the challenges.
- Continuously enhance your capacity to promote human rights values.

Toolkit activity follow up should be done frequently and ideally become a routine part of the work of the team. Incorporating follow up into team meetings may be a good way to do this. However, in addition to these periodic discussions, ongoing follow up is necessary to address challenges as they arise.

Who should do the planning and follow up?

All leaders should participate in planning and follow up related to the use of the Toolkit. Leaders will benefit from supporting each other and sharing their expertise.

If **someone is in charge of coordinating the activities**, this person also has a role to play. This person should support leaders in using the Toolkit, either by meeting with them individually or by calling regular team meetings to share experiences and ideas.

How to plan

Set a concrete goal

Before you begin to use the Toolkit, bring the team together to discuss your expectations:

- What do you want your experience with the children to be like?
- What changes would you like to see in the groups?

Based on this discussion, set a common goal that expresses how often the Toolkit should be used. For example, your goal may be to organize 3 to 5 games per week. As a team, develop a program in line with this goal and make a list of tips and strategies to achieve it. During your meetings, review your goal regularly and find ways to support one another.

Choose a value to be promoted each week

As a team, choose a human rights value each week and identify activities to promote it with the children. At the end of the week, discuss the results and identify follow-up activities that can reinforce this value. Refer to the *Index of Activities by Value* for help.

Identify activities to meet your challenges

During your team meetings, make a habit of discussing the challenges you face with your groups. Identify activities that will help overcome these challenges and after trying them out with the children, discuss the results at the next team meeting. Refer to the *Index of Activities by Issue* for help.

Facilitate Toolkit activities during your meetings

Take 10 to 15 minutes during your team meetings to try out new activities. Before each meeting, ask volunteers to select an activity and to facilitate it for the group. Next, work together to find a way to incorporate this new activity into the program.

How to follow up


Talk about the Toolkit during your meetings


Here are some examples of questions to stimulate discussion:

- Which activities were successful (or less successful)? Why?
- What challenges did you face? How did you overcome these challenges?
- What are your goals for the coming days? What support would you need to achieve these goals?

Use a logbook

Take time each day to write about the activities you did with your group. You can use a personal notebook or a notebook that you share with other leaders. You may also want to use a colour code:

 **Green:** very good activity, worth repeating.

 **Yellow:** interesting activity, but one that needs some changes.

 **Red:** unsuccessful activity (explain why).

During follow-up meetings, you may review the logbook to recall what worked and what did not.

Promote a “group buddy” system

You may want to identify a person who can assist the leaders in facilitating Toolkit activities. This person would spend time with different groups and perhaps co-facilitate or participate in the activity with the children. Afterwards, the group buddy may discuss with the leader how the activity was carried out to help the leader improve their facilitation work.

Sample Program: 6-8 years

Date: Week 1Leader's name: Rainbow

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	05 Around the World with a Hula Hoop		07 Exclusion by Numbers	12 Aliens	
Afternoon	Establishing a Code of Behaviour for the group (Reference 09)	13 Sardines			08 Picture Talk

Date: Week 2Leader's name: Rainbow

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	01 Cooperative Musical Chairs	11 Octopus		10 Blind Trust	
Afternoon	Create a mural on the 7 values (Reference 06)		09 Friendly Crossing, Safe Passage		06 Kulit K'rang
Free Time Activities	53 Your Smile is Contagious	54 The Curtain Comes Down	04 Tropical Storm		

My Program: 6-8 years

Date: _____ Leader's name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Free Time Activities					

A few helpful tips

- **Remember to reinforce different values.** For example, select an activity to promote a different value each day.
- **Begin with cooperation and inclusion.** Beginning the week with activities on these values provides the children with the opportunity to get to know one another and develop a sense of belonging.
- **Begin with simple activities.** By the middle of the week, when the group dynamic is established, you may choose slightly more sophisticated activities.

- **Choose 2 or 3 activities to fill any free time.** Opt for the activities that you are already familiar with, or those that require little preparation time, for example activities 52 to 63.
- **Be flexible.** Consider the needs of the children and how your group progresses. If a problem arises, review your program to use a more appropriate activity.
- **End on a high note.** Close the week with activities meant to reinforce the knowledge gained, look back on the week and celebrate the good times shared by the group.

3 indexes to help you

- Index of Activities by **Age**
- Index of Activities by **Value**
- Index of Activities by **Issue**

Doing the activities regularly helps reinforce positive behaviour in the children. It is recommended that you organize **3 to 5 activities per week**.

Sample Program: 9-10 years

Date: Week 1Leader's name: Kiwi

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	15 Cat		25 The Noisiest Game in the World	32 Squirrels in the Trees	
Afternoon	Establishing a Code of Behaviour for the group (Reference 09)	27 The Race Against Anger			17 Hello From Around the World

Date: Week 2Leader's name: Kiwi

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	24 Inclusion... Exclusion...	31 Human Telephone		28 I Have the Right to...	
Afternoon	Create a mural on the 7 values (Reference 06)		26 Rock-Paper-Conflict!		20 Where's my Banana?

Free Time Activities	58 Random Words	59 Electric Shock	56 Talyat-Malyat
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My Program: 9-10 years

Date: _____ Leader's name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Free Time Activities					

A few helpful tips

- **Remember to reinforce different values.** For example, select an activity to promote a different value each day.
- **Begin with cooperation and inclusion.** Beginning the week with activities on these values provides the children with the opportunity to get to know one another and develop a sense of belonging.
- **Begin with simple activities.** By the middle of the week, when the group dynamic is established, you may choose slightly more sophisticated activities.

- **Choose 2 or 3 activities to fill any free time.** Opt for the activities that you are already familiar with, or those that require little preparation time, for example activities 52 to 63.
- **Be flexible.** Consider the needs of the children and how your group progresses. If a problem arises, review your program to use a more appropriate activity.
- **End on a high note.** Close the week with activities meant to reinforce the knowledge gained, look back on the week and celebrate the good times shared by the group.

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Doing the activities regularly helps reinforce positive behaviour in the children. It is recommended that you organize **3 to 5 activities per week**.

Sample Program: 11-12 years

Date: Week 1Leader's name: Zigzag

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Establishing a Code of Behaviour for the group (Reference 09)		40 Bullying	37 The Culture Game	
Afternoon	51 What Time Is It?	48 Colour Portraits			41 It's Hot... It's Not...

Date: Week 2Leader's name: Zigzag

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Create a mural on the 7 values (Reference 06)	45 Draw It Right		39 Working in the Mines	
Afternoon	49 Inuit Hand Game		42 The Bears and the Bees		36 The Human Knot
Free Time Activities	60 Count the Contact Points	62 What Are You Doing?	63 Follow the Movement		

My Program: 11-12 years

Date: _____ Leader's name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Free Time Activities					

A few helpful tips

- **Remember to reinforce different values.** For example, select an activity to promote a different value each day.
- **Begin with cooperation and inclusion.** Beginning the week with activities on these values provides the children with the opportunity to get to know one another and develop a sense of belonging.
- **Begin with simple activities.** By the middle of the week, when the group dynamic is established, you may choose slightly more sophisticated activities.

- **Choose 2 or 3 activities to fill any free time.** Opt for the activities that you are already familiar with, or those that require little preparation time, for example activities 52 to 63.
- **Be flexible.** Consider the needs of the children and how your group progresses. If a problem arises, review your program to use a more appropriate activity.
- **End on a high note.** Close the week with activities meant to reinforce the knowledge gained, look back on the week and celebrate the good times shared by the group.

3 indexes to help you

- Index of Activities by **Age**
- Index of Activities by **Value**
- Index of Activities by **Issue**

Doing the activities regularly helps reinforce positive behaviour in the children. It is recommended that you organize **3 to 5 activities per week**.

Sample Program: 6-12 years (multi-age groups)

Date: Week 1Leader's name: Butterfly

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Establishing a Code of Behaviour for the group (Reference 09)		07 Exclusion by Numbers	49 Inuit Hand Game	
Afternoon	02 Crocodile	20 Where's my Banana?			41 It's Hot... It's Not...

Date: Week 2Leader's name: Butterfly

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Create a mural on the 7 values (Reference 06)	21 Familiar Faces		10 Blind Trust	
Afternoon	01 Cooperative Musical Chairs		30 I Have a Disability		08 Picture Talk
Free Time Activities	04 Tropical Storm	53 Your Smile is Contagious	56 Talyat-Malyat	57 The Beast Awakens	

My Program: 6-12 years (multi-age groups)

Date: _____ Leader's name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Free Time Activities					

A few helpful tips

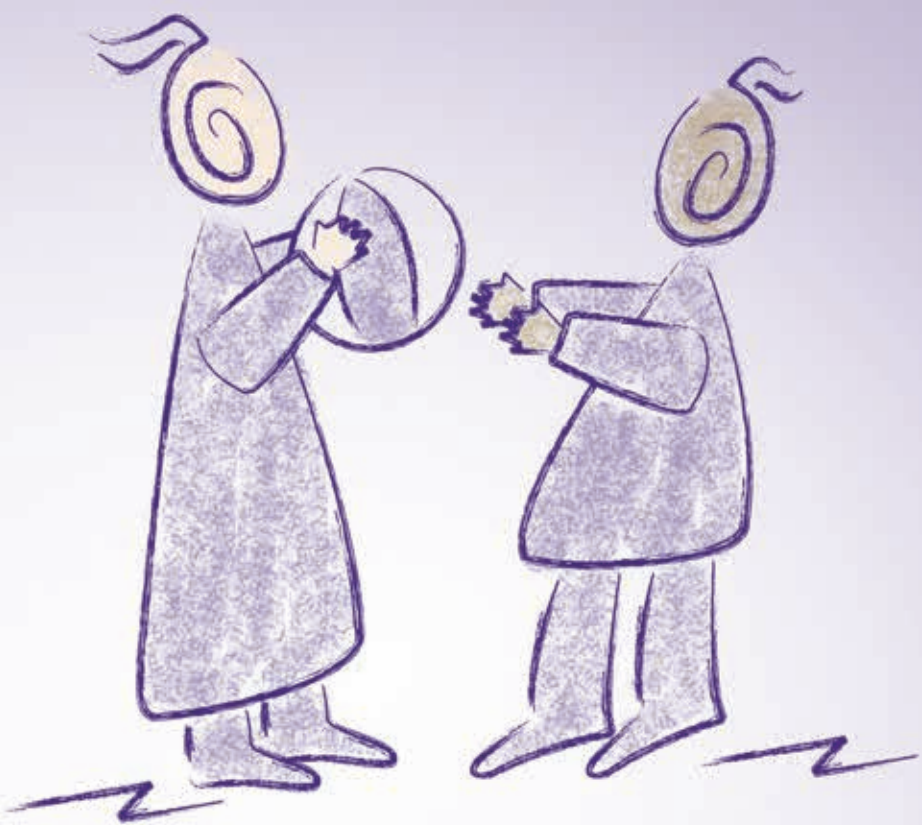
- **Remember to reinforce different values.** For example, select an activity to promote a different value each day.
- **Begin with cooperation and inclusion.** Beginning the week with activities on these values provides the children with the opportunity to get to know one another and develop a sense of belonging.
- **Begin with simple activities.** By the middle of the week, when the group dynamic is established, you may choose slightly more sophisticated activities.

- **Choose 2 or 3 activities to fill any free time.** Opt for the activities that you are already familiar with, or those that require little preparation time, for example activities 52 to 63.
- **Be flexible.** Consider the needs of the children and how your group progresses. If a problem arises, review your program to use a more appropriate activity.
- **End on a high note.** Close the week with activities meant to reinforce the knowledge gained, look back on the week and celebrate the good times shared by the group.

3 indexes to help you

- Index of Activities by **Age**
- Index of Activities by **Value**
- Index of Activities by **Issue**

Doing the activities regularly helps reinforce positive behaviour in the children. It is recommended that you organize **3 to 5 activities per week**.





Index of Activities by Age Group

6-8 year-olds

- 01 Cooperative Musical Chairs
- 02 Crocodile
- 03 Lighter Than Air
- 04 Tropical Storm
- 05 Around the World with a Hula Hoop
- 06 Kulit K'rang
- 07 Exclusion by Numbers
- 08 Picture Talk
- 09 Friendly Crossing, Safe Passage
- 10 Blind Trust
- 11 Octopus
- 12 Aliens
- 13 Sardines
- 14 From Saturn to Jupiter
- 52 Cat and Mouse
- 53 Your Smile is Contagious
- 54 The Curtain Comes Down
- 55 The Caterpillar

9-10 year-olds

- 15 Cat
- 16 Human Rights Twister
- 17 Hello From Around the World
- 18 Look for Similarities and Discover Differences!
- 19 My Group... My Culture
- 20 Where's my Banana?
- 21 Familiar Faces
- 22 All in Good Order
- 23 Tra-la-la... Silence
- 24 Inclusion... Exclusion...
- 25 The Noisiest Game in the World
- 26 Rock-Paper-Conflict!
- 27 The Race Against Anger
- 28 I Have the Right to...
- 29 Fishing for Rights and Responsibilities
- 30 I Have a Disability
- 31 Human Telephone
- 32 Squirrels in the Trees
- 33 The Witness
- 56 Talyat-Malyat
- 57 The Beast Awakens
- 58 Random Words
- 59 Electric Shock

11-12 year-olds

- 34 Sitting Together!
- 35 Crazy Stories
- 36 The Human Knot
- 37 The Culture Game
- 38 How is the World Divided?
- 39 Working in the Mines
- 40 Bullying
- 41 It's Hot... It's Not...
- 42 The Bears and the Bees
- 43 The Worst Day of My Life
- 44 "V-R-A-N-T-S-I-S" and "Me"
- 45 Draw It Right
- 46 In the Shoes of an Immigrant
- 47 Lunch and Disabilities
- 48 Colour Portraits
- 49 Inuit Hand Game
- 50 And If I Were...You?
- 51 What Time Is It?
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Legend of essential values

Cooperation
Respect for diversity

Fairness
Inclusion

Respect
Responsibility

Acceptance



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How can I use the Toolkit to respond to a particular problem?

In addition to the preventive approach of the Toolkit, a number of the games can be used to respond to particular problems you face with the group of children you are working with. Here are some suggestions on how to use the Toolkit for this purpose:

1. **Identify the problem** that you would like to address.
2. **Inform your colleagues** about the problem you have encountered with your group and express your intention to address it. If need be, ask for their advice on how to solve it.
3. **Plan your intervention strategy.** Refer to the *Index of Activities by Issue* and choose a few activities that address the problem you have identified. Prepare a list of discussion questions that correspond to the problem. In addition to the Toolkit activities, you can use other problem resolution strategies that you are familiar with.
4. **Carry out the intervention.** During the Group Discussion, make sure to lead a conversation amongst the children that allows for the problem to surface. Encourage the children to discuss the problem and identify some concrete solutions.
5. **Support the children** in the implementation of the solution strategies.
6. **Evaluate your intervention.** Identify follow-up activities where needed. Share your experience with your colleagues, describing what worked well, the challenges you faced, and what could be improved.

Example of an intervention plan

Problem:

A group of 9-10 year-old children never listen when the leader explains the instructions of an activity. They spend all their time talking to each other and not listening to the leader.

Intervention:

- 9:00 a.m.: Play *The Noisiest Game in the World* (Activity 25). After the game, ask the children what happens when everyone talks at the same time and no one listens. Ask them to think of 3 strategies that would help them listen to each other during the game and as a group.
- 9:30 a.m.: As a group, decide on a special call that would signal that it was time to be silent. Practice it with the group.
- 12:00 p.m. (or Noon): Review the 3 strategies that the group suggested during the follow-up discussion of the morning's activity. Ask them if they had an opportunity to use any of the strategies yet and in what situation.
- 2:00 p.m.: Play *Human Telephone* (Activity 31). After the game, ask the children why it is important that everyone understands the rules?
- 3:30 p.m.: Play *It's Hot...It's Not...* (Activity 41). After the game, summarize the day's activities, highlighting the positive efforts of the children to improve their listening skills. With the children, identify what their listening objectives should be for the next day.

Cooperative Musical Chairs

Age:	6-8 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	8-15
Activity Level:	Active
Materials:	1 chair or piece of newspaper per child, music
Principal Value:	Cooperation
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about:

- How we can cooperate to include others
- How cooperation brings positive results

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For as many children as possible to find a place to sit.

How to Play

1. Place the chairs (or newspaper) in a circle. In the beginning, there should be 1 chair or place per child.
2. Play as you would normally play musical chairs: Play music and ask the children to skip around the chairs. Explain that they must find a chair to sit on when the music stops.
3. Before the second round, take away 1 of the chairs. This time when the music stops, the child who does not find a chair is eliminated. Repeat this 2 more times.
4. At the fourth round, ask the children who have been eliminated to return to the game. Challenge all the children to find a way to play so that no one is eliminated. Do not offer any solutions; let the children figure it out for themselves. They will quickly discover that they can share a chair by sitting on someone's lap or standing on the chair.

5. Continue to take away a chair at each turn and to eliminate the children who do not find a seat. The game will become progressively more difficult as the number of chairs decreases.
6. Congratulate the children on their creativity when they succeed in staying in the game while including, rather than excluding, others.
7. The game ends when there is only 1 chair left. The winners are the children who have succeeded in staying in the game until the last chair.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- Did someone try to make room for you in the game? How did that feel?

Think



- Have you ever played musical chairs? How is this game different?
- Did you try to help others during the game? What did you do?
- Who was the winner of this game?

Act



- What can you do to include others when you are playing?
- What are some other things we can do every day to include others?

Adapted from the Woodcraft Folk,
http://globalvillage2006.org/en/do_something_about/co_operatives/co_operative_chairs, consulted on March 18, 2008.



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Crocodile

Age:	6-8 years old
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate to active
Materials:	Large pieces of newspaper
Principal Value:	Cooperation
Other Values:	Inclusion, responsibility



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about:

- How we can cooperate to include others
- How cooperation achieves positive results

Rights and Responsibilities

Right to non-discrimination (Article 2); right to be protected from all forms of violence (Article 19); right to security (Articles 32-38)

For all of us to enjoy these rights, we need to:

- Include others
- Create safe environments

Object of the Game

For each child to play the role of a little frog that must stand on a lily pad to avoid being eaten by a crocodile.

How to Play

1. Place large pieces of newspaper, enough for only half the number of children, on the ground of the play area.
2. Explain to the children that the play area is a lake in Africa and that the pieces of newspaper are lily pads. The children are little frogs. A large hungry crocodile also lives in the lake, and he loves to eat little frogs. The children must escape from the crocodile by standing on a lily pad. If they do not find a space on a lily pad, they will be eliminated from the game. The last frog to escape the crocodile is the winner.
3. The children move around the play area, pretending to swim or to hop like frogs. They must not walk on the lily pads.
4. Suddenly, the game leader shouts out: "Crocodile!! Quick, frogs! Find a lily pad!"

5. When all the children have found a spot and the danger has passed, they leave the lily pads and continue to move around the play area.
6. Tell the children that the lily pads are getting old and are starting to fall apart. Tear away part of each piece of newspaper to make the safe spaces smaller.
7. Repeat the game, making the pieces of newspaper smaller each time and eliminating the children who cannot find a spot.

Note: The lily pads can be replaced by a single large piece of paper (about 1 metre square) upon which all the children can stand and which you can make progressively smaller by tearing away parts as the game continues.

Variation

I am safe...

The Crocodile game can also be used to help children identify safe places (such as school, block parents, police station, fire station). The lily pads become these safe places. Before starting the game, ask the children to name safe places where they could ask for help. Write appropriate place names on the pieces of paper. Play the game as usual but instead of shouting "Crocodile!! Quick, frogs! Find a lily pad!" say, "I am safe at... (Name the safe place)".

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- Did someone make room for you on the lily pad? How did that feel?
- Were you ever pushed off the lily pad? How did that feel?

Think



- How did you help others during the game?
- What else could you have done to help others find a place on a lily pad?
- Our group is like a very large lily pad; it is a place where there is room for everyone. Who is responsible for making sure the group is a comfortable and safe place for everyone? *Discuss the idea that each one of us is responsible for making the group feel comfortable and safe.*

Act



- What can each of us do to make sure that there is a place for everyone in our group and that everyone feels safe here?

Adapted from UNESCO, Education for non violence, http://portal.unesco.org/education/en/ev.php-URL_ID=6847&URL_DO=DO_TOPIC&URL_SECTION=201.html, consulted on March 18, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Lighter Than Air

Age:	6-8 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	10
Activity Level:	Moderate
Materials:	Feathers or balloons
Principal Value:	Cooperation
Other Value:	Respect



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about how working together can help us achieve our goals.

Rights and Responsibilities

Right to non-discrimination (Article 2); right to play (Article 31)

For all of us to enjoy these rights, we need to:

- Include and respect others
- Play fairly

Object of the Game

For each team to keep a feather, balloon or other light object in the air using only their breath.

How to Play

1. Form teams composed of 2 or 3 children.
2. Give a balloon or feather to each team.
3. Explain to the teams that they need to work together to keep the object in the air by blowing on it.
4. Organize a competition between the teams. The team that keeps the object in the air the longest is the winner.

Variation

A greater challenge

You can make the game more challenging for the group by increasing the number of children on each team. You can also invite the children to keep 2 balloons or 2 feathers in the air.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you like this game?
- What was the easiest part of the game? What was the hardest part?

Think



- What strategies (tricks) did you use to keep the balloon in the air?
- If you were to play the game again, what would you do to keep the balloon up even longer?

Act



- How will the group benefit from better cooperation?
- What can we do to cooperate better in our group?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Tropical Storm

Age:	6-8 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	10 or more
Activity Level:	Moderate
Materials:	None
Principal Value:	Cooperation
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience making sounds together and to think about:

- How working together can help us achieve our goals
- How we can cooperate to include others

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For the children to work together to make the sound of a tropical storm.

How to Play

This game is suitable for a large group and can be used at the start of any activity.

1. Explain to the children that you are an orchestra conductor who will direct a tropical storm and that they are the musicians. In order to make the sounds of the storm, show them how to make the different sounds of the storm:
 - Rub your hands together with fingers extended.
 - Clap using only 2 or 3 fingers.
 - Clap your hands together.
 - Slap the front of your thighs with open palms.
 - Stamp your feet.
 - Make the sound of blowing wind.

2. Without speaking, point to sections of the group and have them copy your actions to make one of the storm sounds. Like an orchestra, each section can make a different sound. Have the storm get progressively louder. Lift your arms up to make the sounds louder or bring them down to make the sounds softer.
3. Allow the storm to get very loud, bringing it to a “crescendo.” Then have the storm get softer and softer until all that is left is the pitter-patter of rain (hands rubbing).

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- Did you like the part that you played?

Think



- When did the storm sound the most real to you?
- Why is it important to give everyone a part to play in this game?
- Why is it important for everyone to follow the orchestra conductor's instructions?

Act



- What can we do to cooperate better in our group?

Adapted from the Woodcraft Folk,
http://www.globalvillage2006.org/en/do_something_about/co_operatives/tropical_storm, consulted on March 18, 2008.



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Around the World with a Hula Hoop

Age:	6-8 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	6-20
Activity Level:	Moderate to active
Materials:	A large hula hoop (can be played with 2 or 3 hoops)
Principal Value:	Cooperation
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- How working together can help us achieve our goals
- How everyone succeeds when we cooperate

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For the group to pass the hula hoop around a circle formed by the children.

How to Play

1. All the children stand in a circle holding hands.
2. Two children let go of their hands and place their arms inside the hoop before joining hands again. The hoop is now suspended between them.
3. Every child, in turn, passes their body through the hoop so that the hoop makes its way around the circle until it gets back to where it started. To succeed, the children must work together. The children cannot use their fingers or let go of the hands of the people next to them.
4. Once the children have completed the circle with 1 hoop, you can increase the level of difficulty by adding more hoops to the circle.

Variations

Getting to know you

This game can be used to help the children get to know one another. First, ask the children to say their name as they move through the hoop. The children should then pass the hoop around the circle a second time, but this time they should call out the name of the child who is moving through the hoop. You can play the game several times asking the children to name their favourite colours, their favourite games, or even what country they come from.

Increase the challenge

To make this game more challenging, invite the children to try and pass the hoop around the circle while standing on one foot, while kneeling, or while sitting on the ground. Feel free to make up your own challenges!

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- What was the easiest part of the game? What was the hardest part?

Think



- What kind of strategies (tricks) did you use to move the hoop around the circle?
- How did you learn how to move the hoop along?
- If you played this game again, what do you think could make it go faster?

Act



- How can we learn from one another in our group?
- How can we cooperate better together?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Kulit K'rang*

Age:	6-8 years old
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	6-10
Activity Level:	Moderate
Materials:	Small objects (beans or pebbles), a small ball
Principal Value:	Respect for diversity
Other Value:	Acceptance



Reference

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience playing a game from another culture and to think about:

- The positive contribution of different cultures
- How we can respect cultural diversity

Rights and Responsibilities

Right to non-discrimination (Article 2); right to your own language and culture (Article 30)

For all of us to enjoy these rights, we need to:

- Include others
- Respect different cultures

Object of the Game

For each child to gain the greatest number of small objects.

How to Play

1. The children sit in a circle on the ground. If there are more than 10 children, form 2 circles.
2. Distribute 8 to 15 of the small objects to each child and have them place the objects on the ground in front of them. Every child receives the same number of objects.
3. Put another 20 or so small objects in a container and place the container in the middle of the circle.
4. To start the game, give the ball to any child in the circle.
5. The first child must quickly throw the ball in the air and try to pick up one of the objects in front of him/her. The child must try to catch the ball before it touches the ground.

* A traditional game from Indonesia and Southeast Asia. Variations of this game can be found in different countries or cultures.

6. If the child succeeds in doing this, he/she gets to keep the object and take an additional one from the container. If the child does not succeed, he/she must take one of his/her objects and place it back in the container.
7. The child passes the ball to the person next to him/her and the game continues.
8. The game ends when the container in the middle is empty (or when a child has no more objects).
9. The child who has the most objects at the end wins the game.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



Explain to your group that children in another country, Indonesia, play this game.

- How did you like the game?
- Do you know a similar game?

Think



- What kind of strategies (tricks) did you use when playing?
- Do you know any games from other countries?

Describe the games and try them out as a group.

Act



- We can learn and enjoy other cultures through games. What else can we learn from other cultures?
- What are some ways we can learn more about other cultures? Are there cultures we can learn about through our group?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Exclusion by Numbers

Age:	6-8 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Active
Materials:	None
Principal Value:	Inclusion
Other Values:	Respect, acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of exclusion or marginalization and to think about:

- Why it is important to include everyone
- Ways to include everyone in the group

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For the children to form small groups with different numbers of children.

How to Play

1. Ask the children to move around in the play area.
2. Instruct the children how to walk: like an elephant, like frogs, on tippy-toes, taking giant steps, etc.
3. After a certain length of time, shout out a number that is smaller than the number of players. The children must then quickly form groups containing that number of people. Children who do not succeed in becoming part of a group at this point are eliminated for the next step (step 4).

4. Now, ask the members of each group to form a huddle and to find something they all have in common. For example:

- A sport that they all play
- An activity that they all do
- A food that no one likes
- A colour that all the members of the group are wearing

Note: It is okay if some of the children who were eliminated are sad or unhappy; this is an important part of the game. Talk about their feelings together during the group discussion.

5. Invite the children who were eliminated to rejoin the group and continue the game using a different number for forming groups.

Variations

Music

Use music to create atmosphere during the game. You may also want to stop and start the music throughout the game. For example, stop the music to let the children know when it is time to form groups.

Something fun

While the children are in their small groups (step 4), give them something fun to do together. For example:

- Sit in a circle with all of their toes touching.
- Sit in a row and pretend to be a train.
- Make up a cheer.
- Share some favourite dance moves.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- How did you feel when you found a group that you could join?
- How did you feel when a group rejected you?

Think



- Have you ever been excluded at school, at day camp, or by your friends? Why?
- Have you ever excluded friends by telling them they could not play with you? Why?
- Can you think of some people who are often excluded?

Discuss the fact that some people are often excluded (such as people with disabilities, homeless people)

Act



- What can we do in our group to make sure no one is excluded?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Picture Talk

Age:	6-8 years old
Time:	20-30 minutes
Location:	Indoors
Group Size:	5-20
Activity Level:	Calm
Materials:	Paper, colouring pencils
Principal Value:	Respect
Other Value:	Responsibility



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience communicating an opinion through drawing and to think about:

- What we can learn from the games we play
- How to present our own ideas
- How to listen to others

Rights and Responsibilities

Right to express your opinions (Article 12)

For all of us to enjoy this right, we need to:

- Respect others
- Listen carefully to what others are saying

Object of the Game

For each child to draw what they learned, liked, or did not like.

How to Play

1. After playing a game in the Toolkit, or at the end of the week, ask the children to draw what they learned, liked, or did not like about the game or games. This activity helps the children to better assimilate what they have learned.
2. Give the children about 10 minutes to complete their drawings.

Group Discussion

After drawing, ask the children to briefly present their drawing to the group. They should describe the drawing and explain to everyone what they learned, liked or did not like.

- **Listening Time:** Ask the other children to listen carefully. It is important to give everyone the chance to speak and to show his/her work.
- **Focus on Values:** When it is appropriate, ask the children to name some of the values that they have learned about in the games and to identify some things they can do to put these values into action.
- **Follow-Up:** Consider displaying everyone's drawings after this reflection activity. You (and the children) may want to refer to them in the future.



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Friendly Crossing, Safe Passage

Age:	6-8 years old
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	15-30
Activity Level:	Active
Materials:	None
Principal Value:	Respect
Other Value:	Responsibility



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a situation involving conflict and to think about:

- Ways to handle confrontation
- How we can respect others

Rights and Responsibilities

Right to be protected from all forms of violence (Article 19)

For all of us to enjoy this right, we need to:

- Respect others
- Choose non-violent ways to act

Object of the Game

For each child to cross the play area as quickly as possible without bumping into other players.

How to Play

1. Divide the group into 2 teams and have them stand facing each other at opposite sides of the play area (allow for 10-15 metres distance, if the space is available). If necessary, mark off the play area by drawing lines on the ground. The space has to be narrow enough to allow for some difficulty in getting past each other, but not so narrow as to make it impossible to get by.
2. At the game leader's signal, the 2 teams have to reach the opposite side of the play area as quickly as possible and line up on the opposite side. The players have to run in a straight line without bumping into players coming from the other side.
3. The first team to get all their players to the other side wins the game.
4. This activity can also be organized as a tournament.

Variations

New moves

Ask the children to cross the play area in different ways: skipping, taking giant steps, crawling, etc.

Square, triangle

Play the game using a square play area. Divide the group into 4 teams with each team on 1 side of the square. At the game leader's signal, the players from the 4 teams must cross the space and get to the other side without bumping into anyone. You can also play on a triangular play area. This time, divide the group into 3 teams with each team on 1 side of an equilateral triangle. The players must all change sides following instructions given by the game leader.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy this game?
- Were you pushed, held, or blocked by other players during the game? How did this feel?
- Did you push, hold, or block another player? How did this feel?

Think



- Were you able to avoid bumping into other players? How did you do this?
- Was it easier to win the game when pushing and blocking, or when you could move freely?
- Were there any situations of conflict? For example, did a player not let you go by or did you and a player from the other team want to go in the same direction? How did you solve this problem?

Act



- How can we handle conflicts with others?

Discuss the idea that negotiation and dialogue are better ways to handle conflicts than confrontation.

Adapted from UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=6867&URL_DO=DO_TOPIC&URL_SECTION=201.html, consulted on March 18, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Blind Trust

Age:	6-8 years old
Time:	30 minutes
Location:	Outdoors
Group Size:	4-20
Activity Level:	Calm
Materials:	Blindfolds
Principal Value:	Responsibility
Other Values:	Cooperation, acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience what it feels like to be blind and to think about:

- The difficulties faced by people with disabilities
- How we can help keep one another safe
- How working together can help us achieve our goals

Rights and Responsibilities

Right to non-discrimination (Article 2); right to security (Articles 32-38); right for children with disabilities to receive special education and care (Article 23)

For all of us to enjoy these rights, we need to:

- Respect people living with disabilities
- Help one another stay safe

Object of the Game

For each child to guide 1 or more persons who are blindfolded.

How to Play

In the following game, the children playing the lost airplanes must close their eyes or wear a blindfold.

1. Group the children in pairs.
2. Ask the children to imagine that the room is the sky, a thick fog has gathered and there are some airplanes lost in the fog. One child in each pair plays the role of an airplane lost in the fog and the other is the pilot. The children who are the airplanes must close their eyes or be blindfolded and hold their arms out to their sides to form the wings of the airplane.

3. The pilots stand behind the airplanes in silence and without touching. The pilots guide the airplanes by clapping their hands on the side of the direction that they want the airplane to move.
4. After a few minutes, ask the children to change roles.
5. Later, you can place obstacles in the play area around which the pilots and airplanes have to manoeuvre.

Variation

Train in a tunnel

Place the children in groups of 3 and have them stand one behind the other. Have the children hold each other by the waist or the shoulders. The child in the front is the locomotive of the train and the other 2 are the train cars. Pretend that the train is in a tunnel. The children who are the locomotives close their eyes or are blindfolded and the train cars act as guides. After awhile, change roles. Both of the children who are train cars should get a chance to be the locomotive. If you want to play longer, you can add more cars to the train.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- When you were not able to see, did you feel safe? Why or why not?
- Was it easy to be a guide?

Think



- What strategies (tricks) did you use to move around safely together?
- If you were to play this game again, what would you do to make your airplane or your train move around more smoothly?
- How do people who are blind stay safe? What about people with other disabilities?

Act



- Think about the places where our group meets. What could we do to make it easier for people with disabilities to move around?

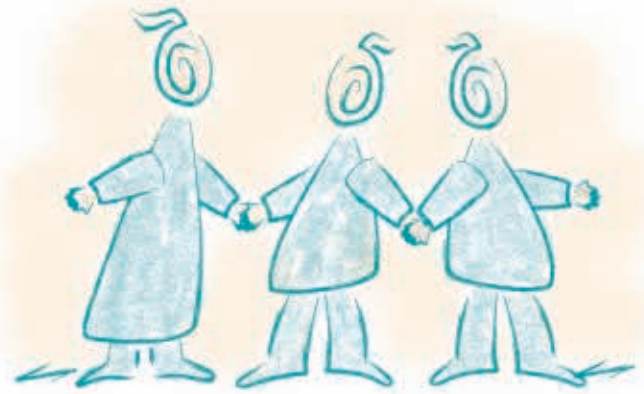


You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Age:	6-8 years old
Time:	10-20 minutes
Location:	Outdoors
Group Size:	10-15
Activity Level:	Active
Materials:	None
Principal Value:	Cooperation
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- Our similarities and differences
- How working together can help us achieve our goals

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to:

- Appreciate what we have in common with others
- Learn about others
- Respect each other's differences

Object of the Game

For each child to cross the play area without being tagged by the octopus.

How to Play

1. Draw 2 parallel lines on the ground about 20 metres apart, between which the children will run. (You can also designate 2 facing walls).
2. Ask the children to line up along 1 of the lines or walls. These children will be the runners.
3. Choose 1 child to be the Octopus and ask this child to stand in the middle of the play area. When the Octopus gives the signal, the children must try to cross the play area by running to the other line. The Octopus has to try to tag 1 or more children.
4. The children who are tagged must join the Octopus, holding his/her hand to form a chain. On the next round, only the children on the far ends of the chain may tag the runners. Continue the game until all the children have joined the Octopus.

5. When all the children have formed a chain, ask them to talk with a child next to them and to find something they have in common, for example, we live on the same street, our favourite colour is blue, or we both wear glasses. Then, ask the children to in turn name something that connects them with the child next to them.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you like this game? Why or why not?
- What was the easiest part of the game? What was the hardest?
- Did you like being part of the Octopus? Why or why not?
- How do you feel when you are part of a group or a team?

Think



- In this game, we named some things that link us to each other. Was it easy to find things you have in common with the person next to you?
- Do you think we all have things in common?

Act



- What can we do to make sure everyone feels like part of this group?



You can download other games at the following website:

<http://www.equitas.org/toolkit/>

Aliens

Age:	6-8 years old
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Active
Materials:	None
Principal Value:	Respect for diversity
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a sense of inclusion or exclusion and to think about:

- What makes us feel like part of a group
- How we can include different people in our group

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For each child to cross the play area moving in different ways.

How to Play

1. Draw 2 parallel lines on the ground about 20 metres apart. (You can also designate 2 facing walls).
2. Ask the children to line up along 1 of the lines or walls. The children should be facing the opposite line or wall.
3. Explain to the children that during each round, 1 or more of them will be the Aliens. You will identify the Aliens by tapping them discreetly on the shoulder from behind. All the children will have to run across the play area to the other line following your instructions. However, since Aliens never behave in the same way as everyone else, they will have to do it differently!
4. Ask the children to close their eyes. Move behind the line of children and choose 1 or 2 Aliens by tapping them lightly on the shoulder.

5. Ask all the children to open their eyes. Explain that they are not to move until you say, "Go!" Then give them instructions on how to cross the play area as follows: "Once upon a time, there were children who [ran while clapping their hands] and Aliens who [jumped around like frogs]. 1, 2, 3, go!"
6. Continue the game, each time selecting different children to be Aliens and calling out instructions for both the children running and the designated Aliens. You can refer to the following examples:

Examples of different ways to move

- Eyes closed
- On hands and knees
- Feet together
- Crawling backwards
- Hands holding your ankles
- Crawling
- On your knees
- Hopping
- Skipping
- Dancing
- Right hand holding left foot
- Sitting on the floor
- Feet as wide apart as possible

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you like this game?
- Did you prefer being a runner or an Alien?
- How did you feel when you were playing the role of an Alien?

Think



- Do you ever feel different from other people? Can you give some examples?
- Do you like being different from others? Why or why not?
- Do you feel different from the others in our group? Why or why not?

Act



- What can we do to better know the others in our group?
- What can we do to make sure that everyone feels welcome in our group?



You can download other games at the following website:

<http://www.equitas.org/toolkit/>

Sardines

Age:	6-8 years old
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	5-15
Activity Level:	Moderate
Materials:	None
Principal Value:	Cooperation
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of inclusion and to think about:

- How we can cooperate to make room for others
- How cooperation brings positive results

Rights and Responsibilities

Right to non-discrimination (Article 2); right to play (Article 31)

For all of us to enjoy these rights, we need to:

- Respect others
- Include others when we play

Object of the Game

For the children to find the child who is hiding and to then hide together.

How to Play

1. Select a child to be the first sardine to hide. Ask the other children to close their eyes while the sardine hides.
2. Ask the children to open their eyes and try to find the sardine. When a child finds the sardine, he/she also becomes a sardine and must squeeze in with the first sardine.
3. Keep playing until all the children have found and joined the first sardine. Let the group know that all the sardines are winners!
4. Start again, this time selecting another child to begin the game.

Variation

It's fun in pairs

The children can form pairs to play the game. This way, no child will be left alone to search for the others at the end of the game.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you like this game? Why or why not?
- How did you feel when you were all packed in together?

Think



- Is it easy for everyone to hide in the same place? Why or why not?
- What did you do to help more people hide?
- Is it always easy to accept others into the games we play? Why or why not?

Act



- What can we do to make sure everyone feels welcome in our group?

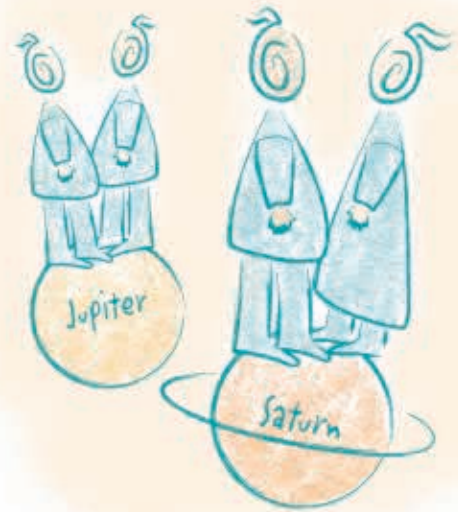


You can download other games at the following website:

<http://www.equitas.org/toolkit/>

From Saturn to Jupiter

Age:	6-8 years old
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-30
Activity Level:	Active
Materials:	2 cones (or 2 backpacks)
Principal Value:	Respect for diversity
Other Value:	Acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience similarities and differences and to think about:

- How we all share things in common
- How we all have similarities and differences

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to:

- Appreciate what we have in common with others
- Learn about others
- Respect each other's differences

Object of the Game

For each child to identify with a group and run to a designated spot.

How to Play

1. Place 2 cones about 20 metres apart. 1 cone is "Saturn" and the other is "Jupiter."
2. Explain to the children that you will give some instructions. They will have to decide which group they belong to and then run to the planet to join their group.
3. Give them the instructions in the following way: "Those who [have brown hair], go to Saturn; those who [do not have brown hair], go to Jupiter." Let the children run to the appropriate cone.
4. Continue the game by calling out different instructions drawing on the suggestions provided below.

Variation

Fun runs

Add some movement constraints such as asking the children to jump like a frog, hop on 1 foot, or crawl backwards.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel

- How did you like the game?
- Were you ever alone on your planet during the game? How did you feel?
- How did you feel when you were part of a large group on the same planet? Why?

Think

- Were there times when you did not know which planet to go to? Why?
- Was one planet better than the other in this game? Why or why not?
- In what ways are we all alike in our group? In what ways are we all different?
- Do you like having friends who are different from you? Why or why not?

Act

- What can we do to know each child in our group better?
- What can we do to make sure everyone feels welcome in our group?

Saturn

"Those who... go to Saturn."

Jupiter

"Those who... go to Jupiter."

Are girls	Are boys
Are wearing green today	Are not wearing green today
Speak Spanish	Do not speak Spanish
Slept well last night	Did not sleep well last night
Like soccer	Do not like soccer
Wear glasses	Do not wear glasses
Like broccoli	Do not like broccoli
Have a brother	Do not have a brother
Were born in Canada	Were not born in Canada
Speak only 1 language	Speak 2 languages or more
Have curly hair	Do not have curly hair
Have visited another country	Have never visited another country
Have blue eyes	Do not have blue eyes
Know how to play a musical instrument	Do not know how to play a musical instrument

You can download other games at the following website:

<http://www.equitas.org/toolkit/>



Cat

Age:	9-10 years old
Time:	10-20 minutes
Location:	Outdoors
Group Size:	10-30
Activity Level:	Active
Materials:	None
Principal Value:	Cooperation
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of solidarity and competition and to think about:

- How we can compete in a positive way
- How we can help keep one another safe

Rights and Responsibilities

Right to non-discrimination (Article 2); right to security (Articles 32-38)

For all of us to enjoy these rights, we need to:

- Include others
- Help one another stay safe

Object of the Game

For the cat, to catch the mice. For the mice, to escape the cat.

How to Play

1. Explain to the children that this game is like tag. Cats will chase mice and try to catch them. When a mouse is caught, becomes a cat.
2. Choose 1 player to play the cat. All the others are mice and must move around the play area trying to avoid being caught by the cat.
3. If the cat threatens to catch 1 of the mice, the mouse can become safe by holding hands with another mouse. 2 mice holding hands cannot be caught. As the game leader, make sure that the mice separate once the cat moves away and that no groups of more than 2 mice are formed.
4. The game stops when all the mice have been turned into cats or when you decide to stop the game.

Variations

Twins

Divide the children into pairs. One of the pairs will be the “Cat Twins” and all the others are “Mice Twins.” The pairs are joined arm-in-arm and must run together. When the Cat Twins manage to touch a mouse, the tagged Mice Twins become Cat Twins. Once the children are used to running arm-in-arm, have them join arms facing in opposite directions.

Frozen mice

In this variation, there is only 1 cat. Once the cat has touched a mouse, the mouse is frozen. The mouse stands still with legs spread apart. To be freed, another mouse must go through the frozen mouse’s legs.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you like the game?
- Did you like being a cat? Why?
- Did you like being a mouse? Why?

Think



- Mice, what strategies (tricks) did you use to try and stay safe?
- Cats, what strategies (tricks) did you use to catch mice?
- In this game, when did you compete with others?

Children may say there was no competition because there was no single winner in the game. In fact, the game was made up of many little competitions or races.

- In this game, when did you cooperate with others?

Act



- Why do we sometimes feel badly after a race?
- What is healthy competition? When does competition become “unhealthy”?
- What can we do to make sure we practise healthy competition in our games?

Adapted from UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=6823&URL_DO=DO_TOPIC&URL_SECTION=201.html,
 consulted on March 18, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Human Rights Twister

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-12
Activity Level:	Moderate to active
Materials:	A twister game using a large cloth or sheet of plastic with the letters of the alphabet written on it, a large piece of paper, a felt-tip pen
Principal Value:	Cooperation
Other Values:	Respect, inclusion



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience working together and to think about:

- Human rights
- How we can increase respect for human rights

Rights and Responsibilities

Right to know your rights (Article 42); right to exercise your rights (Article 4)

For all of us to enjoy these rights, we need to:

- Learn about our rights
- Respect the rights of others

Object of the Game

Spell out key human rights words on a twister game using feet and hands.

Preparation of Materials

Make a “Twister” game by using a large piece of cloth or plastic (a plastic tablecloth or an old sheet could be used). You can also draw it on the ground.

	W	X	Y	Z	
Q	R	S	T	U	V
K	L	M	N	O	P
E	F	G	H	I	J
	A	B	C	D	

Rights in one word (in alphabetical order)

1. Dignity
2. Education
3. Equality
4. Food
5. Freedom
6. Home
7. Love (from parents)
8. Name
9. Nationality
10. Opinion
11. Participation (in decisions that affect us)
12. Play
13. Protection
14. Religion

How to Play

1. Ask the children if they know what human rights are. Consult the reference sheets about human rights (References 01, 02, and 04).
2. Then, ask the children to name some rights and list them on a large piece of paper posted on the wall. Underline a key word in each right (such as, right to express an opinion).
3. When you have listed at least 3 or 4 rights, have the children spell out the key word in the human right from the list by placing their hands and feet on the appropriate letters of the "Twister" game.
4. When 1 child's hands and feet are in place and the word is not yet completed, ask another child to join in to complete the word. If the hand or foot of another child already covers a letter, the player just has to touch the child that is on that letter.
5. When a letter is too far to reach, invite another child to join the game to complete the word.
6. There should be no more than 5 or 6 children on the "Twister" game at the same time. Start another word so that other children can participate. Make sure all children have a turn.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?

Think



- What kind of strategies (tricks) did you use when playing?
- How did you cooperate in this game?
- Does everyone have human rights?
Discuss with the children the fact that rights are for all human beings without exception. Rights are universal.
- Sometimes, while you were playing, there were 2 or 3 rights being spelled out at the same time. The rights were all mixed up together. Do you think you can have more than 1 right at the same time?

Act



- What can we do to make sure that everybody's rights are respected in our group?
- How can we learn more about the rights we all have?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Hello From Around the World

Age:	9-10 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	15-30
Activity Level:	Moderate to active
Materials:	Small pieces of paper with the word "hello" written in different languages
Principal Value:	Respect for diversity
Other Values:	Acceptance, cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience speaking a different language, without knowing whether others will understand you, and to think about:

- The difficulties people face when they cannot speak English (or French)
- Why it is important to respect differences

Rights and Responsibilities

Right to non-discrimination (Article 2); right to your own language and culture (Article 30)

For all of us to enjoy these rights, we need to:

- Include others
- Respect other peoples' languages

Object of the Game

For each child to say "hello" in a foreign language and to form groups as directed.

How to Play

1. Choose 2 to 6 different "hellos" (see the list provided), depending on the number of children. Write the word "hello" in different languages on small pieces of paper. The total number of pieces of paper should be equal to the number of players
2. Give each child 1 piece of paper.
3. Ask the children to walk around the play area, holding their piece of paper without showing it to others. At your signal, they can start greeting one another, saying "hello" as it is written on their paper. They must find others who are saying "hello" in the same language as they are and form a group.

4. You can start the game over by redistributing the pieces of paper. You can also change the game by adding more languages or taking some away.

Variations

Different hellos together

Ask the children to form groups of 3 in which each person is saying "hello" in a different language.

Many hellos in my head

Ask the children to walk around the room saying "hello" in the language on their paper. As they wander, they should try to remember as many other hellos as they can. Give them at least 2 minutes.

Hello

Buenos dias (Spanish)

Guten tag (German)

Salaam (Arab)

Ni hao (Chinese)

Sunchhen (Bengali)

Bonjou (Haitian Creole)

Dzien dobry (Polish)

Namaste (Hindi)

Dobry den (Czech)

Konnichi wa (Japanese)

Shalom (Hebrew)

Bom-dia (Portuguese)

Ciao (Italian)

Goedendag (Dutch)

Jambo (Swahili)

Amakuru (Rwandan)

She:kon (Mohawk)

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



Begin by having the children guess the different languages in the game. Refer to the list provided.

- What was your favourite part of the game?
- How did it feel to try and speak a language other than your own?
- How did it feel when you could not understand the other children and they could not understand you?

Think



- How many of you speak a language other than English (or French)? Have the children name the language they speak and say "hello" in that language. Ask the other children to repeat the greeting.
- Have you ever been in a situation where you did not understand the language, for example, on a trip? What did you do to get by?

Act



- Do you know children who do not speak English (or French) very well? What can we do to help them?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Look For Similarities and Discover Differences!

Age:	9-10 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	15-20
Activity Level:	Calm
Materials:	Questionnaire (see back of activity sheet), paper and pencils
Principal Value:	Respect for diversity
Other Values:	Acceptance, respect



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience discovering similarities and differences and to think about:

- Things we have in common even if we seem different
- How we are different, but equal
- Why it is important to respect differences

Rights and Responsibilities

Right to non-discrimination (Article 2); right to your own language and culture (Article 30)

For all of us to enjoy these rights, we need to:

- Accept others
- Respect differences

Object of the Game

For the children to find out what the members of our group have in common and to discover how we are different.

How to Play

1. On a large piece of paper, write the statements from the questionnaire on the back of this activity sheet.
2. Distribute paper and pencils and ask everyone to think about and complete the statements, and to write their answers on a piece of paper.
3. The children then circulate and try to find other children who have the same 5 answers to the statements. When they find someone with the same answers, they form a team and continue to circulate looking for others with the same 5 answers. If the children cannot find anyone with the same 5 answers, they try to find someone with 4 similar answers to form a team. If they still cannot find anyone, they look for someone with 3 similar answers and then 2.

4. Children who do not share any similar answers with any of the other children are declared unique in the group.
5. You can repeat the game by changing the statements.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy this game? Why? Why not?
- Who found someone with the same 5 answers? With 4? With 3? With 2? Who had no answers in common with anyone? How did it feel?

Think



- Did you discover new things about your friends that you did not know before?
- Do you think that this group is diverse? Why?

Act



- If we are all different, how are we able to play together?
- Why is it important to respect all the differences in our group?
- How can we make sure that we treat one another as equals?

Questionnaire

Complete the following statements and then try to find someone who has the same answers as you. If you cannot find anyone who has the same 5 answers, look for someone who has the same 4, 3, or 2 answers.

I was born in (name the country) _____

I am allergic to _____

I am afraid of _____

My favourite music is _____

My favourite game is _____



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

My Group... My Culture

Age:	9-10 years old
Time:	20 minutes
Location:	Indoors
Group Size:	8-20
Activity Level:	Calm
Materials:	Pencils and paper
Principal Value:	Respect for diversity
Other Values:	Acceptance, inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of belonging and to think about:

- Diversity
- Some of the elements of group culture
- Why it is important to respect differences

Rights and Responsibilities

Right to non-discrimination (Article 2); right to your own language and culture (Article 30)

For all of us to enjoy these rights, we need to:

- Include others
- Respect cultural differences

Object of the Game

For the children to draw the different groups to which they belong.

How to Play

1. Ask the children to think about the different groups to which they belong: such as their group at day camp, their karate class, their soccer or football team, their friends at school.
2. Distribute paper and pencils and ask everyone to draw circles to represent each of the groups to which they belong. Under each circle, the children can write down things that the members of each group have in common. For example:
 - My group of friends at the camp: We like to play hide and seek; we like to swim, etc.
 - My family: We like to rest after dinner; we like to surf the internet, etc.
 - My group of friends at school: We like the same clothes and music; we believe in friendship; we always go shopping on Saturday, etc.

3. The children can write the names of the people who are part of each of these groups or they can draw them.
4. Have the children present their drawings to the rest of their group.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy this game? Why? Why not?

Think



- Have you noticed that each of us belongs to many groups?
- Does anyone's paper look exactly like yours? What groups do we have in common?
- Each of the groups we drew on our papers has its own culture: its own way of working, its own rules, its own beliefs, its own interests and activities. Can you describe the culture of our group?

Act



- Each of us belongs to many groups. What groups do you feel have the biggest influence on you? Why?
- In a karate class, kicking one another is okay, but here in our group it is not. Why do the rules change from one group to another?
- Why is it important to respect the different groups to which each of us belongs?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Where's my Banana?

Age:	9-10 years old
Time:	10 minutes
Location:	Indoors/Outdoors
Group Size:	6-15
Activity Level:	Calm
Materials:	1 banana per person, a large bowl for the bananas
Principal Value:	Respect for diversity
Other Values:	Respect, acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience how things that are different on the outside may be similar on the inside and think about:

- How people are different but equal
- How everyone deserves to be accepted and respected

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to respect differences.

Object of the Game

For each child to find the banana that was given to them by the game leader.

How to Play

Note: Ask the children to wash their hands before this activity.

1. To prepare for the game, ask all the children to bring a banana from home or provide bananas for them (1 per child).
2. Ask the children to “get to know their banana.” Ask them not to peel it or eat it. They must closely examine their banana and notice all its characteristics (smell it, touch it, observe it).
3. After a few minutes, put all the bananas in a large bowl. Then ask the children to find their banana. Most will recognize their banana.

4. Now, ask the children to peel their banana before they put it back in the bowl.
5. Ask them once again to find their banana. This time, it will be more difficult and someone may say: "But the bananas are all the same!"

Variation

Where's my orange?

Play the game using a different fruit that can be easily peeled. Try oranges or clementines.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- How did you feel when you tried to find your banana from among all the peeled bananas?

Think



- How did you recognize your banana the first time? The second time?
- We saw that the bananas were different on the outside. What about the inside?
- Can you think of some ways that people can be different on the outside?
- Can you think of some ways that people can be the same on the inside?

Discuss the fact that people may look very different, act differently, or have different interests, but they still deserve respect. We should not judge people based on differences such as the colour of their skin, their hair or the shape of their nose. People are different, but equal.

Act



- What are some ways that we can make sure that we treat everyone as equals in our group?

Adapted from: The Woodcraft Folk,
http://www.globalvillage2006.org/en/do_something_about/prejudice/banana_people, consulted on March 18, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Familiar Faces

Age:	9-10 years old
Time:	45 minutes
Location:	Indoors (in an art studio if possible)
Group Size:	5-15
Activity Level:	Calm
Materials:	Paper, colouring pencils, charcoal
Principal Value:	Respect for diversity
Other Values:	Respect, acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience appreciation for diversity and to think about:

- How all people are different, but equal
- Why it is important to respect differences

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For each child to draw the portrait of a friend.

How to Play

1. Introduce the activity. Ask the children if they really know the other members of their group and whether they have ever taken the time to look at them carefully. This activity will allow them to carefully study the face of one of their friends. Ask the children to carefully observe eyelashes, freckles, and dimples, because those details are the ones that make every person unique and different. Remind them that some people are very sensitive about their appearance and that hurtful statements will not be tolerated. The objective of this activity is to notice the diversity that exists in the group and to discover what makes every person unique.
2. Divide the children into pairs and distribute the drawing material. They each take turns being the artist and the model.

3. Ask the children to draw a portrait of their partner's face so that it fills up the entire page.
4. Remind the children to take the time to carefully observe the small details of their partner's face so that the portrait will look as much like him/her as possible. Tell them not to worry if they think they cannot draw.
5. Once all the portraits are done, display the portraits up on the wall and organize an exhibition.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- What was the hardest part of the game? The easiest part?
- How did you feel when you saw your portrait for the first time?

Think



- What features allowed you to recognize your own portrait?
- What features allowed you to recognize some of your friends?
- What do you think makes you unique?
- Appearance is one thing that makes us unique, but there is of course much more. What are some of the personalities, talents and abilities that we can appreciate in the people that are members of our group?

Act



- What should we do to make sure that we respect the uniqueness of everyone in our group?
- What can we do to share our appreciation of the diversity of our group with others?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



All in Good Order

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-25
Activity Level:	Moderate to active
Materials:	Small pieces of paper or cardboard, pencils
Principal Value:	Inclusion
Other Values:	Cooperation, respect



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience communicating without words and to think about:

- The challenges of non-verbal communication
- How cooperation can help us achieve our goals

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For the children to line up in order without talking.

How to Play

1. Prepare small pieces of paper or cardboard numbered according to the number of people in the group. For example, if there are 15 children, prepare 15 pieces of paper numbered 1 through 15.
2. Mix the papers up and give 1 to each child. Make sure that each child holds the paper so that he/she cannot see the number, but the other children can. (For example, by holding the paper against their forehead).
3. Ask the children to get in an ordered row (for example, from 1-15) without looking at the paper they received and without saying a word. The row can be formed along the wall of the room, in a circle, or in a line. Later, you can form 2 teams and see which one gets in order the fastest.

Variations

Birthdays

The players write their birth date on a paper. You can use either the whole date or just the day and the month. If you want to avoid using paper, the children can simply keep their birth date in mind. At the signal, without talking, the children line up from the youngest to the oldest.

Alphabetical order

At the signal, the children line up in alphabetical order according to their first names.

Discontinuous numbers

The players draw pieces of paper that are numbered between 1 and 100. The numbers are not necessarily consecutive. The players must find their spot, without speaking, but leaving spaces between themselves. The spaces should be proportional to the difference in the numbers on their paper. If 2 numbers follow each other, the players stand close to each other. If numbers are not consecutive, the children stand further apart.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- What was the hardest part of this game? The easiest part?
- How did you feel when all the children in the group found their place in the line?

Think



- What strategies (tricks) did you use to line up in order?
- How did you communicate without using words?

Act



- What are some of the barriers to communicating in our group?
- How can we improve the way we communicate and cooperate in our group?

Adapted from UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=7372&URL_DO=DO_TOPIC&URL_SECTION=201.html,
 consulted on March 18, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Tra-la-la... Silence

Age:	9-10 years old
Time:	10-20 minutes
Location:	Outdoors
Group Size:	10-15
Activity Level:	Calm to moderate
Materials:	None (or blindfolds)
Principal Value:	Inclusion
Other Value:	Acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a loss of sight and to think about:

- The difficulties faced by people with disabilities
- How we can help one another when we need assistance

Rights and Responsibilities

Right to non-discrimination (Article 2); right for children with disabilities to receive special education and care (Article 23)

For all of us to enjoy these rights, we need to:

- Respect all people, including those living with disabilities
- Help one another stay safe

Object of the Game

For each child to find the silent person and form a chain with him/her.

How to Play

1. Choose a safe play area, free of obstacles, where blindfolded children can easily move around.
2. Ask the children to form a circle, standing with their eyes closed or with a blindfold on. They are the group of "Talkers."
3. Walk around the outside of the circle and lightly touch the back of 1 of the children. This child can open his/her eyes and will play the role of "Silence."

4. On your signal, all the children move slowly and carefully around the play area. When players meet one another, they should try to discover whether the person they have met is Silence. To do this, 1 player will say to the other: "Tra-la-la, tra-la-la." If the other player answers with the same phrase, "Tra-la-la, tra-la-la," he/she is a Talker. The children keep moving around, trying to find Silence.
5. The children will know when they meet Silence, because Silence will not answer them. The Talker will then take Silence's hand and become silent also. Children who become silent may remove their blindfolds and open their eyes. The game continues as more children find Silence, become silent themselves, and form a longer and longer chain of Silence.

Note: For this game to be successful, create an atmosphere of calm and silence. Try to make sure the children move slowly and do not get too excited during the game.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- Did you have trouble moving around without being able to see where you were going? How did you orient yourself?
- When you were unable to see, did you feel safe? Why or why not?

Think



- What happened when more and more Talkers joined Silence? Was it easier or harder to move around when there was less noise?
- What strategies (tricks) did you use to find your way?
- How do you think blind people find their way around?

Act



- In your opinion, is this place easily accessible to children with disabilities?
- What can we do inside and outside the building to make it easier for them?
- What can we do to make sure people with disabilities feel included?

Adapted from UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=7435&URL_DO=DO_TOPIC&URL_SECTION=201.html,
 consulted on March 25, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Inclusion... Exclusion...

Age:	9-10 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate to active
Materials:	Stickers in 2 to 6 different colours
Principal Value:	Inclusion
Other Values:	Respect for diversity, acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about:

- Why it is important to include everyone
- Ways to include everyone in the group

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For the children to form groups based on the instructions of the game leader.

How to Play

To increase the impact of the game, do not reveal to the children the results that you are seeking, that is, to have them experience inclusion and exclusion.

This activity takes place in 2 parts:

Part 1: Inclusion

1. Prepare the stickers. This game has 4 rounds. You will need 1 sticker per child for each round.
2. Ask the children to form a circle with everyone facing the outside of the circle.
3. Ask the children to close their eyes and explain to them that you will be placing a coloured sticker on their foreheads. You should use 2 to 6 different colours. Every child will know the colour of the other children's stickers, but they will not know their own colour.
4. Ask the children to walk around the play area. At your signal, ask the children to group themselves with children with the same colour sticker. They must do this without speaking. If, for example, you have used

3 different coloured stickers, the children must form 3 groups as quickly as possible. Make sure every child is included in a group.

5. Once the groups are formed, start the game over by putting a new sticker on everyone's forehead. This time ask the children to form groups where everyone has a different coloured sticker. Again, make sure every child is part of a group.
6. You can have the children further experience inclusion by repeating the game a third time. This time, distribute stickers to form groups of different sizes. For example, if you have 15 players, distribute 9 blue stickers and 6 green ones. Once again, make sure that every child is included in a group.

Part 2: Exclusion

1. Repeat the game a fourth time, placing new stickers on the children's foreheads. This time, distribute the stickers to form 2 groups of around the same size. However, make sure that 1 or 2 children are excluded by giving them a colour that is different from the others. For example, if you have 16 players, you can distribute 7 blue stickers, 7 green stickers, 1 white sticker and 1 purple one.
2. Observe the different reactions.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- How did you feel when you found a group you could join?
- How did you feel when you could not find a group to join right away? Were you afraid that there was no group for you?
- (To a child who was excluded in Part 2 of the game) How did you feel when you could not find a group to join?

Think



- Have you ever excluded others by telling them they could not play with you?
- Have you ever been excluded at school, at camp or by your friends? Why?
- Can you think of some people who are often excluded?

Discuss the fact that some people are often excluded, such as people with disabilities and homeless people.

Act



- What can we do in our group to make sure that no one is excluded?
- What can we do to make sure that people who feel excluded are comfortable talking about their feelings?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



The Noisiest Game in the World

Age:	9-10 years old
Time:	10 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate but noisy!
Materials:	None
Principal Value:	Respect
Other Value:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience difficulty communicating and to think about:

- Freedom of expression
- Our responsibility to listen to others

Rights and Responsibilities

Right to express your opinions (Article 12)

For all of us to enjoy this right, we need to:

- Respect others
- Listen carefully to what others are saying

Object of the Game

For some of the children to try to transmit a message despite interference and distractions.

How to Play

1. Choose 2 or 3 children to be “Messengers.” Invite them to move to one end of the play area and ask them to make up a message to send, such as the name of a movie, a song or a saying. The number of Messengers can vary according to the size of the play area and the number of children playing. Choose fewer Messengers if the play area is small or if the group is small.
2. Choose an equal number of children (2 or 3) to be “Receivers.” They stand at the other end of the play area, a good distance away from the Messengers. If possible, the Messengers and Receivers can stand on chairs or benches.

3. All the other children stand between the Messengers and Receivers and try to stop the communication of the message by providing interference. To do this, they can shout and call to their friends, trying to distract the Messengers and the Receivers as much as possible.
4. The Messengers must try to get their message understood by the Receivers, by shouting even louder, by acting out their message, or by doing both!
5. You can set a time limit for the message to be transmitted (10, 15 or 30 seconds, depending on the complexity of the message).
6. The Messengers and the Receivers are replaced if the message has not been transmitted in the allotted time.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you enjoy the game?
- What was the hardest part of the game? What was the easiest?
- Messengers, how did you feel when you could not get the message through?
- Receivers, how did you feel when you could not figure out the message?

Think



- What are some strategies (tricks) to help get the message through faster?
- What happens when everyone speaks at the same time and no one listens?

Act



- What can we do in our group to make sure that everyone can be heard?
- Noise is one barrier to communication. What are some other things that can block our messages?
- How can we become better listeners?

Adapted from the Woodcraft Folk, *Games, Games, Games*, London, 2001, p. 190.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Rock-Paper-Conflict!

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Moderate to active
Materials:	None
Principal Value:	Respect
Other Values:	Responsibility, cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a situation involving conflict and to think about:

- A peaceful way to resolve conflicts
- How we can respect others

Rights and Responsibilities

Right to protection from all forms of violence (Article 19)

For all of us to enjoy this right, we need to:

- Respect others
- Choose non-violent ways to act

Object of the Game

For the group to discover the 5 steps to peaceful conflict resolution as quickly as possible.

How to Play

1. Explain to the children that they are all in conflict with one another. To win the game, the children have to resolve their conflict by discovering the 5 steps to resolving conflicts. If needed, you can consult Reference Sheet 10 for information on preventing and resolving conflicts.
2. The children walk around the play area repeating the word "conflict."
3. When a child comes face to face with another player "in conflict," they stop and play the classic game of Rock-Paper-Scissors. The first person to win 2 games moves on to the next step. He/she goes to see the game leader and is told the first step to conflict resolution. The other player continues to look for another person "in conflict" with whom to play Rock-Paper-Scissors.

4. After learning the first step from the game leader, the player rejoins the game, repeating the phrase just learned in the steps to conflict resolution (for example, "calm down").
5. The player repeats this phrase until he/she meets another player repeating the same phrase, indicating that that player has also reached the same level of conflict resolution. They play Rock-Paper-Scissors and the first player to win 2 rounds moves on to the next level by getting the next step of conflict resolution from the game leader and returning to the game with a new phrase.

Note: At a certain point, some children may not be able to find partners who are repeating the same step of conflict resolution. Encourage them to find a creative solution to this problem. For example, they could ask you to join the game or ask a child repeating a different word to play with them anyway.

6. The game continues until 1 player has learned all 5 steps to conflict resolution.

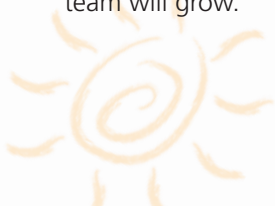
Five Steps to Conflict Resolution:

1. Calm down.
2. Discuss the situation.
3. Explore possible solutions.
4. Agree to a solution.
5. Put the solution into practice.

Variations

Cheerleaders

The children who lose the first round of Rock-Paper-Scissors should place themselves behind the winners of that round to make a team. For the next round, all the winners should face off, with their team members behind them. Again, the losers of this round should place themselves behind the winning team. As the game continues, the number of children cheering for their team will grow.



Three different ways

Play this game 3 times, changing the game slightly each time.

1st time: As soon as the children lose a round of Rock-Paper-Scissors, they are out of the game and should sit down and watch the others.

2nd time: Try the Cheerleaders version of the game.

3rd time: Play the game as described in "How to Play."

After you have played the game 3 different ways, ask the children which way was their favourite.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?

Think



- What is a conflict?
- Is it normal to have conflicts with others?
- Does violence solve conflicts?
Discuss with the children the fact that violence tends to create more conflicts than solve them.
- What are the 5 steps to resolving a conflict peacefully?

Act



- Can you think of a situation at home, at school or with our group in which you could have used the 5 steps to conflict resolution?
- Are there conflict mediators at your school? How can they help?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>

The Race Against Anger

Age:	9-10 years old
Time:	15-25 minutes
Location:	Indoors/Outdoors
Group Size:	10 or more
Activity Level:	Active
Materials:	2 pieces of paper, 2 pencils, objects for an obstacle course (chairs, tables, cones, costumes)
Principal Value:	Responsibility
Other Value:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- How we can deal with anger
- How we can resolve problems peacefully

Rights and Responsibilities

Right to protection from all forms of violence (Article 19)

For all of us to enjoy this right, we need to:

- Respect others
- Choose non-violent ways to act

Object of the Game

For each child to complete an obstacle race as quickly as possible.

How to Play

1. Introduce the game by talking briefly about anger with the children:
 - Do you ever get angry?
 - What do you do when you are angry?
2. Now, ask the children to think of a way or a trick to avoid expressing their anger violently. For example, they could talk to a friend, take deep breaths, or go for a bicycle ride. Ask them not to say their idea out loud right away, because they will need it for the game.
3. Create 2 identical obstacle courses using the objects available. Tasks you create for the obstacle race should be easy to do, such as walking around a chair, crawling under a table, playing hopscotch, walking around in a circle with your index finger placed on the ground, slaloming around cones with a hockey stick and a ball.

The last task in the obstacle course is to have the children write on a large sheet of paper (1 for each team) their ideas to help them calm down when they are upset and to help avoid aggression and violence. The children should avoid writing the same ideas as their team members.

4. To begin the game, set up 2 teams.
5. As in any relay race, all the players in the race go through the obstacle course 1 at a time. When they complete the course, children should slap the hand of the next child to indicate that it is time for the next player to begin. Depending on how many children are playing, the players can do the course more than once.
6. Ask the children to encourage their team members.
7. The first team whose members complete the course wins the race.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- What was the hardest part? What was the easiest part?

Think



- Is it normal to be angry?
- What are some signs of anger? How does your body react?
- Did you learn any new ways of dealing with anger? Refer to the children's list of ideas and discuss these together.
- Why is it important to deal with anger?

Act



- What can we do together to deal with anger when we feel it or see it in our group?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

I Have the Right to...

Age:	9-10 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	20 or more
Activity Level:	Active
Materials:	None
Principal Value:	Responsibility
Other Values:	Respect, cooperation



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- Human rights
- How we can help ensure rights are respected

Rights and Responsibilities

Right to know your rights (Article 42); right to exercise your rights (Article 4)

For all of us to enjoy these rights, we need to learn about our rights and responsibilities.

Object of the Game

For each team of 2 children to quickly assume the different positions called out.

How to Play

This game is a variation of “Simon Says.”

1. Briefly discuss what human rights are with the children (Reference Sheets 01 to 03).
2. Divide the children into pairs. Each pair or team is made up of a “Runner” and an “Actor.” They should stand opposite each other on either side of the play area.
3. As the leader of the game, you should stand in the middle but out of the play area so that all the players can see you.
4. Explain to the children that they are going to act out 4 different human rights by assuming the positions you will describe to them. Each right has a corresponding position. Both members of each team are needed to act out the right. First the Actors assume their part of the position and then the Runners run to the Actors

to complete the position (see the Position Descriptions). The 4 positions listed represent the following rights: education, security, expressing oneself and rest. You can also invent other positions for other rights.

- The last team to complete the position is eliminated. The Runners and the Actors return to their original places on either side of the play area and wait to hear the next right to be acted out.
- The winning team is the last pair remaining in the game.

Position Descriptions

The Right to Education

This right is represented by a *school bench*. The Actor kneels on 1 knee and the Runner goes over as quickly as possible to sit on the knee. The last team to get into this position is eliminated.

The Right to Security

This right is represented by a *circle of security*. The Actor stands with arms extended and fingertips touching, forming a circle. The Runner crosses the room and stands in the centre of this circle. The last team to assume this position is eliminated.

The Right to Express Oneself

This right is portrayed by *one person speaking and another listening*. The Actors stand in a listening position, each with a hand cupped around an ear (to hear better) and the Runners kneel in front of the Actors, with their hands cupped around their mouths (to be better heard). The last team to assume this position is eliminated.

The Right to Rest

Nobody should move.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- How did you like being an Actor?
- How did you like being a Runner?

Think



- What strategies (tricks) did you use in this game?
- What are the 4 rights we acted out? Can you name some other rights too?
- Could 1 person act out a right on his/her own? Why or why not?
- Why do we all need to work together to ensure rights are respected?

Act



- In the game, we had to work together to act out a right. What can we do together to ensure rights are respected in our group?
- There are many rights. Can we develop some new positions to represent other rights?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Fishing For Rights and Responsibilities

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors
Group Size:	10
Activity Level:	Calm
Materials:	Cardboard fish, paper clips, sticks, string, metal rings, 2 posters, tape
Principal Value:	Responsibility



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- Human rights
- The importance of rights and responsibilities

Rights and Responsibilities

Right to know your rights (Article 42); right to exercise your rights (Article 4)

For all of us to enjoy these rights, we need to learn about our rights and responsibilities.

Object of the Game

For each child to fish for rights and responsibilities and to place them in categories.

How to Play

1. Before this activity, you will have to make cardboard fish and fishing rods. You can get the children to help you with this during an arts and crafts activity. The fish need to have a hook on them. You can make this by taping an opened paper clip to the fish. To make the fishing rods, use a stick, string, and a ring. Prepare at least 20 fish. Write a right or a responsibility on each fish, using the list on the back of this page. Prepare a “Rights” poster and a “Responsibilities” poster.
2. Place the fish in the centre of the room, either on the ground, in a box, or in a large container.
3. One after the other, the children fish with the rod, trying to pick up a cardboard fish.

4. When they catch a fish, they must read the right or the responsibility written on it and then stick the fish on either the Rights or the Responsibilities poster.
5. The other players should not make any comments about where the fish has been placed. Once the fish is stuck to the poster, the fishing rod is passed to the next player. The game continues until all the fish have been "caught" and placed on the posters.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- What was the hardest part? What was the easiest?

Think



- What strategies (tricks) did you use in this game?
- How were you able to tell the difference between rights and responsibilities?
- Do we all have rights? Do we all have responsibilities?

Act



- How can we learn more about our rights and responsibilities?
- What can we do together to help make sure that we act responsibly in our group?

Rights

- I have the right to be treated with respect.
- I have the right to be safe within my family, my community and my country.
- I have the right to express my ideas.
- I have the right to a name and a nationality.
- I have the right to be treated equally, regardless of my age, the colour of my skin, my sex, my religion, my opinions, my nationality or my culture.
- I have the right to the highest attainable standard of health and to be taken care of when I am ill or injured.
- I have the right to go to school.
- I have the right to be protected against abuse, violence, torture and war.
- I have the right to practice my religion.
- I have the right to be alive.
- I have the right to be protected from child labour.
- I have the right to a clean environment.
- I have the right to own possessions.
- I have the right to a decent home.
- I have the right to food.
- If I have a physical or mental disability, I have the right to special care.
- I have the right to a good standard of living.
- I have the right to understanding and love from my parents and society.
- I have the right to play.
- I have the right to have friends.
- I have the right to be wrong and to make mistakes.
- I have the right to be who I am.

Responsibilities

- I respect others, whether they are children or adults.
- I respect the ideas of others.
- I take care of my body so that it can be healthy.
- I respect my commitments.
- I take care of my possessions.
- I respect people who are different from me.
- I help others.
- I cooperate with my parents, my teachers and other adults who take care of me.
- I am welcoming of those who are from a different culture or background than I am.
- I am careful and I play safely.
- I am not violent.
- I keep my surroundings clean and I respect the environment.
- I do not waste food.
- I respect people with physical or mental disabilities.
- I respect the rules and laws that govern society.
- I apply myself at school and I respect my teachers and others at my school.
- I am loyal to my friends.
- I learn from my mistakes.



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

I Have a Disability

Age:	9-10 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Variable
Materials:	Scarves (if necessary)
Principal Value:	Acceptance
Other Values:	Respect, inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a loss of physical ability and to think about:

- The difficulties faced by people with disabilities
- How we can help each other when we need assistance
- How working together can help us achieve our goals

Rights and Responsibilities

Right to non-discrimination (Article 2); right for children with disabilities to receive special education and care (Article 23)

For all of us to enjoy these rights, we need to:

- Respect all people including those living with disabilities
- Help one another stay safe

Object of the Game

For each child to try to perform activities while managing a physical restriction.

How to Play

1. Assign a physical restriction to each child, for example, use only 1 hand, cannot see, missing an arm, missing 2 arms, only walk bent over, only walk on 1 leg, cannot bend your knees.
2. If you wish, use scarves to blindfold those playing at being visually impaired.
3. The children must behave as if they really have a physical disability. Ask the children not to cheat and to take the activity seriously.
4. For the next hour, the children should pursue regular group activities, such as eating lunch, doing a craft, taking off coats and boots.
5. Remind the children that there are no winners or losers; they just have to do the activities as best they can with the limitations they have been assigned.

6. Encourage the children to help those who are having trouble doing an activity. For example, a person with only 1 arm may have difficulty playing ball, and a person who cannot speak may have difficulty communicating.
7. Encourage the group to find solutions to help one another.
8. Remind the children to play safely and to be extra careful not to fall or hurt themselves.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- Was it easy for you to do your activities? Why or why not?

Think



- What challenges did you face because of your physical restriction?
- How did you overcome these challenges?
- Did your friends help you? Were you able to help others?
- Think about the activities you do during the day. What would be the most difficult for you if you had a real physical disability?

Act



- Think about the places (inside and outside) where our group meets. How can we make it easier for people with disabilities to move around?
- Think about the route you travel to get from home or school to this place. What would you change to make it easier for someone with a disability to travel that route?
- What can we do to make sure people with disabilities feel included?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Human Telephone

Age:	9-10 years old
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	5-20
Activity Level:	Calm
Materials:	None
Principal Value:	Cooperation
Other Value:	Responsibility



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience group communication and to think about:

- How to communicate effectively
- Why everyone needs to be included in group communication

Rights and Responsibilities

Right to non-discrimination (Article 2); right to express your opinions (Article 12)

For all of us to enjoy these rights, we need to:

- Respect others
- Listen carefully to what others are saying

Object of the Game

For the children to pass along a message, distorting it as little as possible.

How to Play

1. Ask the children to sit in a circle as close together as possible.
2. Ask a child to make up a 1 sentence message. For instance, a child could complete the following sentence: "What I like the most is..." Have the first child quietly whisper the message to the next child, making sure that the other children cannot hear the message.
3. Ask the children to pass the message around the circle by whispering it into their neighbour's ear. If a child does not understand the message, they cannot ask their neighbour to repeat it. They have to pass on the message the way they heard it.
4. When the last child receives the message, they should say the message out loud to the group. Then, ask the first child to share the original message. Invite the children to compare this first message to the message that was actually transmitted!

5. Play 2 or 3 more rounds, each time selecting a different child to make up a message to pass on.
6. Suggest to the children that they try different strategies to make it easier to pass on the message and to reduce the amount of distortion and confusion. This may involve making changes to the rules of the game. Some suggested strategies are provided in the table below.

- Did you understand the message? If not, how did it feel to pass along a message that you did not understand?

Think



- Can you name some reasons it may be difficult for everyone in our group to understand the same message?
- If we played again, what strategies (tricks) could we use to make it easier to pass the message along?

Act



- What can you do if you do not understand the instructions for playing a game?
- What can you do if you know there is someone in the group who does not understand the instructions for playing a game?
- How can we improve the way we pass along messages in our group?

Variation

Teach me a word in your language

If there are children in the group who are not fluent in the language most commonly used by the group, include them in the game by asking them to transmit a message of 1 or 2 words in their mother tongue.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel

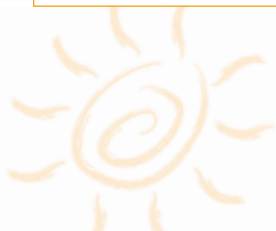


- How did you like the game?
- What was the hardest part? What was the easiest?

Communication Strategy	Game Modifications
Use short and simple messages.	Ask a child to transmit a message of 15 words or more, then a 3 word message. Which message is the easier to pass on?
Repeat the message that you think you heard to check if you understood properly.	Before transmitting the message to the next person, the children can make sure they understood it properly by repeating the message to the person who transmitted it. If the message is accurate, the child can then pass it on; otherwise, the child can ask to have the message repeated.
Speak slowly.	Ask the children to transmit the message while speaking as quickly as possible, and then to do the same while speaking much more slowly and making sure to pronounce each word carefully. Which message was easier to pass on?
Call on a friend to translate, explain, or rephrase the message.	Perhaps, some of the children have difficulties that limit their ability to communicate, such as limited knowledge of the language used, deafness, disability, or an attention deficit disorder. Ask the children to form pairs and help each other pass the message along.

You can download other games at the following website:

<http://www.equitas.org/toolkit/>



Squirrels in the Trees

Age:	9-10 years old
Time:	10-20 minutes
Location:	Outdoors
Group Size:	10-30
Activity Level:	Active
Materials:	None
Principal Value:	Responsibility
Other Value:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of vulnerability and responsibility and to think about:

- How we can assist people who are vulnerable
- How we can seek the help of others when we need it

Rights and Responsibilities

Right to security (Articles 32-38); right to protection from all forms of violence (Article 19)

For all of us to enjoy these rights, we need to create safe environments.

Object of the Game

For each child to avoid being tagged and to protect others from being tagged.

How to Play

1. Explain to the children that this game is a bit like "Tag." Divide the group into teams of 3. The children who are not in a team of 3 will be the foxes to start. If the total number of children is a multiple of 3, select 1 team (3 people) to be the foxes.
2. In each of the teams, designate 1 squirrel and 2 trees.
3. Ask the trees to stand face to face, holding hands. Ask the squirrels to stand in between the 2 trees. Explain to the children that when the squirrels are in between the trees, they are safe from the foxes, but when they leave their hiding places to run into the forest, the foxes can tag them.
4. Explain to the trees that their role is to protect the squirrels, and therefore they can move around and work with the squirrels to protect them from the foxes.

5. When you give the signal, the squirrels must move from one tree to another. Say, "The squirrels are going for a walk!" This will be your signal to let the children know that they have to switch trees.
6. Explain to the foxes that they have to try to tag the squirrels as they move from one tree to another. If a fox succeeds in tagging a squirrel, the fox becomes a squirrel, and the tagged squirrel becomes a fox.
7. When the squirrels have moved from one tree to another several times, switch the children's roles and begin again.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you like this game? Why or why not?
- Did you like being a tree and protecting the squirrels?
- How did you feel when you were a squirrel?

Think



- Can you name some places where you feel safe?
- Do you like it when others help you or take care of you? Can you give an example of a situation in which someone took care of you or helped you?
- Can you give an example of a situation in which you helped someone else?

Act



- What can we do when we think a member of our group is not feeling safe?



You can download other games at the following website:

<http://www.equitas.org/toolkit/>

The Witness

Age:	9-10 years old
Time:	10-20 minutes
Location:	Outdoors
Group Size:	4-30
Activity Level:	Active
Materials:	None
Principal Value:	Responsibility
Other Value:	Respect



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 12 – Stopping Verbal Abuse
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a situation involving bullying and to think about:

- The different ways people react to bullying
- How we can work together to reduce bullying

Rights and Responsibilities

Right to protection from all forms of violence (Article 19)

For all of us to enjoy this right, we need to:

- Respect others
- Choose non-violent ways to act

Object of the Game

For each child to play different roles in a game of tag involving a bully.

How to Play

1. This is a variation of the game "Tag." Form teams of 3. Assign a different role to each child on the team: 1 will be the bully, 1 will be the target, and 1 will be the witness. If the group is not a multiple of 3, some of the teams can have 2 witnesses.
2. Explain each child's role. The bully has to try to tag the target. The target must try to get away, and the witness's role will vary from one round to the next.
3. A complete game lasts for 4 rounds. For each round, give the children the corresponding instructions provided below. Allow the game to continue for about a minute before beginning the next round.

First round: The witness helps the bully by blocking the target's path, so the target cannot avoid the Bully. However, the witness cannot touch or push the target. The intervention should be non-violent.

Second round: The witness is indifferent to the situation and does not intervene.

Third round: The witness protects the target by placing him/herself between the target and the bully. However, the witness cannot touch or push the bully. The intervention should be non-violent.

Fourth round: For the last round the game is modified slightly with the target able to take a proactive role in addressing the bullying. Ask all the witnesses to form a line about 30 metres away from the other children. At your signal, the targets must try to reach their witness and touch their hand before they are tagged by the bully. The witnesses do not move but should extend their hand and encourage their target to reach them as quickly as possible. Once the targets have reached their witnesses, they pass through the line, formed by all the witnesses, behind which they are safe and cannot be tagged by the bully.

- After the 4 rounds, ask the children to change roles and start the game over.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- How did you feel during this game? Why?
- When was it easiest for the bully to tag the target? When was it hardest? Why?

Think



- What is bullying? Can you give some examples?
You can refer to the information on bullying provided below.
- Have you ever teased, bothered or annoyed other children? Why?
- Have you ever witnessed bullying? What did you do?

Act



- What can you do if you notice that someone from the group is being bullied?
- What can we do to make sure that bullying does not happen here?

What is Bullying?

When a child, youth, or group of children insult, threaten, beat up, or force another child to do something against his/her will, this is called bullying.

Bullying can be:

- Using hurtful words or making fun of another person
- Ignoring someone or purposefully excluding that person from the group or from an activity
- Hitting, pushing or using violent behaviour against another person
- Saying or writing lies or spreading rumours about a person

You can download other games at the following website:

<http://www.equitas.org/toolkit/>



Sitting Together!

Age:	11-12 years old
Time:	10 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Active
Materials:	None
Principal Value:	Cooperation
Other Values:	Inclusion, acceptance



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience working together and to think about:

- How cooperation can help us achieve goals
- Why it is important to accept others

Rights and Responsibilities

Right to non-discrimination (Article 2); right to play (Article 31)

For all of us to enjoy these rights, we need to:

- Include and respect others
- Play fairly

Object of the Game

For the group to create a human chair and keep it balanced.

How to Play

This game involves close physical contact. Ensure that all the children are comfortable with this before you begin.

1. The children stand in a tight circle facing the centre.
2. Everyone takes a quarter turn in the direction indicated by the game leader so that they are facing the back of the person in front of them. The children stand with feet and legs held tightly together and place their hands on the waist or shoulders of the person in front of them. The players should not be too far or too close to each other.
3. Then, the game leader asks the children to sit on the knees of the person behind them (very funny).
4. The sitting circle may not work very well at first. You may want to start again. It may get easier as the children get used to being close to one another and learn how to cooperate.

5. Once the whole circle is sitting down, the game leader asks the children to move: forwards, backwards, running, marching, and jumping. To do any of these movements, everyone must react to the signal at the same time.

Note: The closer the children are together at the beginning of the game, the easier it will be to balance the sitting circle. If the children are different sizes, the game leader should alternate the smaller and the bigger children within the circle so that weight will be more evenly distributed. Let them know that everyone — big and small — is needed to make sure the circle is strong.

Variation

Girls circle/boys circle

If your group is at an age where physical contact between boys and girls will make it difficult for them to participate, create 2 separate circles — 1 for the girls and 1 for the boys. Which group will make the best sitting chair?

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- Were you able to balance your circle and do all the movements?

Think



- What strategies (tricks) did you use to make the circle work?
- If you were to try the game again, what would you do to make a better circle?
- What lesson can we learn from this game?

Act



- What are some ways that we already work as a team?
- How can we cooperate better?
- What are some of the barriers to working together? How can we overcome these barriers?
- What does it mean to accept others? Why is it difficult? What are some things we can do to help others feel accepted?

Adapted from: UNESCO, Education for non-violence, http://portal.unesco.org/education/en/ev.php-URL_ID=5743&URL_DO=DO_TOPIC&URL_SECTION=201.html, consulted March 28, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



Crazy Stories

Age:	11-12 years old
Time:	20-30 minutes
Location:	Indoors/Outdoors
Group Size:	5-12
Activity Level:	Calm, but very funny
Materials:	Sheets of paper, pencils
Principal Value:	Cooperation
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- How working together can help us achieve our goals
- How everyone succeeds when we cooperate

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For the group to write a crazy story together.

How to Play

1. The children sit in a circle on the ground.
2. Every child must write, at the top of the page, a story that is 2 sentences long. Ask them to start the second sentence on a new line.
3. Ask the children to fold the paper over so that the first sentence is hidden and only the second sentence is visible. When everyone is finished, ask the children to pass the paper to the person sitting on their left.
4. After the children have read the sentence on the paper that they have just received, ask them to add 2 more sentences to the story on separate lines and ask them to fold the paper again so that only the last sentence is visible. Ask the children not to read the hidden sentences.
5. Continue passing the papers around until everyone has contributed to each story.
6. Next, everyone takes turns reading the stories out loud. The stories are usually quite funny.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- What was the easiest part of the game? What was the hardest part?

Think



- What surprised you about the way your story developed? Was it what you expected?
- What is the benefit of cooperating with others?
- What are some of the barriers to cooperating with others?

Act



- How can we cooperate more in our group?
- How can we overcome some of the challenges of working together?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

The Human Knot

Age:	11-12 years old
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-12
Activity Level:	Moderate
Materials:	None
Principal Value:	Cooperation
Other Values:	Respect, inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- How working together can help us achieve our goals
- How everyone succeeds when we cooperate

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For the group to undo a knot created by their tangled arms.

How to Play

1. Invite the children to stand in a tight circle, facing inwards shoulder-to-shoulder.
2. Ask the children to close their eyes, move slowly towards the centre of the circle with their arms extended in front of them, and grab hold of the first hands that they touch. Ask them to keep their eyes closed until you give the signal to open them.
3. Make sure that each child is holding the hands of 2 different people.
4. Now, ask the children to open their eyes.
5. Explain to the children that they have to undo the knot and form a circle. This has to be done without letting go of anyone's hand.
6. Watch the group to ensure no one gets hurt and intervene only if absolutely necessary.

Note: If there are more than 10-12 players, you can create 2 groups and organize a competition between them. The first group to finish can help the second group.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- Did you ever feel trapped?
- Did you ever doubt that your group would be able to undo the knot?
- What will you remember most about playing this game?

Think



- What strategies (tricks) were most helpful in undoing the knot?
- If you were to play again, how would you try to undo the knot more quickly?
- Did one person try to “organize” or “lead” the group by giving instructions or did each person do whatever they wanted?

Act



- In your opinion, what is the most important factor in good group cooperation? Why?
- What does our group need to do to cooperate better?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

The Culture Game

Age:	11-12 years old
Time:	30-60 minutes
Location:	Indoors/Outdoors
Group Size:	20-30
Activity Level:	Moderate to active
Materials:	Stickers or pieces of cardboard in 6 different colours, instructions for each cultural group
Principal Value:	Respect for diversity
Other Values:	Acceptance, respect



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience intercultural communication and to think about:

- Cultural diversity
- The challenges of communicating across cultures

Rights and Responsibilities

Right to non-discrimination (Article 2); right to your own language and culture (Article 30)

For all of us to enjoy these rights, we need to:

- Accept others
- Respect people's differences

Object of the Game

For each team to act out 4 characteristics that define their tribe, while trying to discover the characteristics of the other tribes.

How to Play

1. Divide the children into 6 tribes and give each child a sticker or coloured piece of cardboard. The children should also receive a list of the 4 characteristics of their tribe.
2. Ask each tribe to take a few minutes to become familiar with their 4 characteristics. The categories are: a shout, a taboo, a greeting, and an attitude towards one of the other tribes. All the tribes have different characteristics.
3. When the tribes are ready, ask the children to walk around the play area and try to communicate with members of the other tribes to discover their 4 characteristics.
4. After 10-15 minutes, bring the game to an end.

Variation

Make it up

Instead of giving the children descriptions of their tribes, you can ask them to develop the 4 characteristics themselves. The characteristics should include a shout, a taboo, a greeting, and an attitude towards another culture.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- Was it difficult to understand the members of the other tribes? Was it difficult to make yourself understood by them? Was it frustrating? Why?
- Was it easier to communicate with some tribes than with others? Why?
- What will you remember most about playing this game?

Think



- What were the characteristics of the other tribes?
- What strategies (tricks) did you use to discover the different characteristics?
- Have you ever been in a situation where you did not succeed in understanding another person? Have you ever been in a situation where you did not succeed in making yourself understood? How did you react? What did you do?

Act



- What can we do when we meet someone from another country, another culture or who speaks another language and we have difficulty communicating with them?
- Why is it important to respect all the differences in our group?

Adapted from ACNU, *Tout l'monde... mon monde! Les jeunes et le multiculturalisme*, Guide d'animation d'ateliers et d'activités, Ottawa, 1998.



The Culture Game (continued)

Culture Descriptions You can use the following tribal culture descriptions or you can make up your own characteristics.

Red Tribe

Shout:

Growling

Taboo:

Never use the right hand.

Greeting:

Cross your arms and say, "Top of the day to you!"

Attitude towards others:

Feel inferior to the Green Tribe.

White Tribe

Shout:

Boooooooo!

Taboo:

Never stand when speaking.

Greeting:

Click your tongue.

Attitude towards others:

Believe the people of the Purple Tribe are gods and idolize them.

Blue Tribe

Shout:

Grunting

Taboo:

Never say yes or no.

Greeting:

Put your right hand on the left shoulder of the person you are greeting and say, "Hello jello!"

Attitude towards others:

Find people from the White Tribe to be funny and bizarre.

Orange Tribe

Shout:

Hip! Hip!

Taboo:

Never let yourself be touched.

Greeting:

Tap your stomach saying, "May this day fill your stomach with good food."

Attitude towards others:

Feel superior to the Blue Tribe.

Green Tribe

Shout:

Green! Green!

Taboo:

Never speak first.

Greeting:

Rub your head saying, "May this day fill your head with nice thoughts."

Attitude towards others:

Be afraid of the Red Tribe.

Purple Tribe

Shout:

Go! Go! Go!

Taboo:

Never look anyone in the eye.

Greeting:

Clap your hands and say "Ha! Ha! Ha!"

Attitude towards others:

Do not believe anything said by people from the Orange Tribe.



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

How is the World Divided?

Age:	11-12 years old
Time:	30-45 minutes
Location:	Indoors
Group Size:	6-15
Activity Level:	Calm
Materials:	Photocopies of a map of the world or large pieces of paper to draw it on
Principal Value:	Fairness
Other Value:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of injustice and to think about:

- Inequalities that exist in the world
- Children’s rights

Rights and Responsibilities

Right to have basic needs met (Article 27); right to the highest attainable standard of health and to receive health care (Article 24); right to education (Article 28)

For all of us to enjoy these rights, we need to:

- Help one another
- Learn about our rights

Object of the Game

Work in teams to find the correct answers to the questions.

How to Play

1. Divide the children into 3 or 4 teams.
2. Ask each team to draw a map of the world that identifies the major continents (or, distribute a map to each team). Ask the children to imagine a group of 100 children (at a day camp, for example). Then ask them the following question: “If 100 children represent the population of the world, how many children would there be in the following regions: Asia, Africa, Europe, North America, and Central and South America?”
3. Ask them to discuss this question with their team until they reach an agreement on the numbers. Each team must then write the numbers in the areas of their world maps. When all teams have finished, ask the children to show their map to the rest of the group and explain how they arrived at their answers.
4. Next, show the children your world map with the correct answers: 56 Asians, 23 Africans, 9 Europeans, 8 South and Central Americans, 4 North Americans.

5. Ask the children to discuss and answer the following questions with their team:
 - a. Of these 100 children, how many will die before they are 5 years old?
 - b. How many of these 100 children will never go to school? How many of the children who do not go to school are girls? How many girls will go to college?
 - c. How many of these 100 children will grow up suffering from the effects of drought and lack of water?
 - d. How many of these 100 children want to grow up healthy, happy, loved and in security?
6. Allow time for each team to present their answers to the rest of the group and discuss the differences between the various teams' answers.
7. The correct answers are:
 - a. 9 will die before the age of 5.
 - b. 18 will never go to school. 11 of the 18 who will never go to school are girls. Only 1 girl will go to college.
 - c. 66 of them will suffer from the effects of drought and lack of water.
 - d. 100 children out of 100 want to grow up healthy, happy, loved and in security.
8. The team whose answers are the closest to the correct ones wins the game.

Variation

Mini United Nations

Organize an activity where the children can reflect on the issues presented during this game and share some solutions. For example, organize a mini United Nations Summit. Children could:

- Represent regions of the world or countries



- Dress up like the people from the countries they represent
- Work in groups to discuss solutions to the problems they have identified
- Discuss these solutions during a "general assembly"

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- What was the most difficult part of the game? What was the easiest part?
- What will you remember most about playing this game?

Think



- What did you learn about the area of the world in which we live?
- What are some of the differences between the lives of girls and boys in the world?
- If we look at the different numbers, what children's rights are not respected?
- There are inequalities in the world of 100. Are there inequalities in our own country?

Act



- If you could change just one thing to make the world a better place, what change would you make?

Adapted from the Woodcraft Folk, <http://www.globalvillage2006.org>, consulted on March 26, 2006.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Working in the Mines

Age:	11-12 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	12-20
Activity Level:	Active
Materials:	Cardboard boxes, a card or cardboard with a 1 cm square hole in it, a bucket, rocks/bricks, blankets to build a tunnel, sand or earth, a sieve, 20 buttons, a glass jar, flour or baby powder
Principal Value:	Fairness
Other Value:	Respect



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of injustice and to think about:

- Inequalities that exist in the world
- Child labour
- Children’s rights

Rights and Responsibilities

Right to have basic needs met (Article 27); right to protection from child labour (Article 32)

For all of us to enjoy these rights, we need to:

- Support one another
- Learn about our rights

Object of the Game

For each child to carry out tasks that simulate the different kinds of work in mines and quarries.

How to Play

1. Prepare the material before the beginning of the game and set up the stations.
2. Each activity takes place at 1 of the stations. Place the instructions that you have photocopied or written out (see Instructions for Children) in front of each station.
3. Group the children in teams of 4 or 5. The teams will move from station to station.
4. Ask the children to put the material back in place when they finished the activity at the station.
5. Start the game by first presenting information about child labour in mines and quarries.

Preparation of the Stations: Instructions for Leaders

Crushing Stones

Find old cardboard boxes to represent the stones. Prepare a piece of paper with a 1 cm square hole in it that will be used to measure the size of the pebbles (pieces of cardboard).

Lifting a Very Heavy Bucket

Prepare the bucket by placing rocks or bricks in it.

Crawling in a Tunnel

Build a tunnel using cardboard boxes or blankets. The tunnel should be dark and narrow.

Sifting Dirt and Sand

Hide 20 buttons in a sandbox or in a wide and shallow container filled with sand. Have sifters available for the children.

Dusty Air

Put several tablespoons of flour or baby powder (without talc) in a large jar to simulate a dusty environment. Add a small square of white paper, 2 cm x 2 cm, with a number written on it.

The Activities: Instructions for Children

Station 1: Crushing Stones

When you work in a quarry, you must sometimes crush large stones into tiny pebbles using a hammer and a large nail. Tear a piece of cardboard into tiny pieces. Bring the torn pieces to your game leader who will let you know whether the pieces are small enough. If they are not small enough, you will have to go back to work.

Remember that children who do this work often cut their hands and risk injuring their eyes due to rock fragments.

Station 2: Lifting a Heavy Bucket

Fill a bucket with rocks and bricks. Everyone takes a turn lifting it. Be careful! Be sure to lift properly, bending your knees and keeping your back straight!

Would you be able to walk with this bucket in your hands? Can you imagine carrying buckets like this filled with rocks all day long? Children who work in mines often carry buckets that weigh 10-25 kg over long distances (600 metres). Because they are still growing, this hard labour injures their muscles and affects their bones.

Station 3: Crawling in a Tunnel

One at a time, try to crawl through the tunnel. How do you feel? Can you see well? Do you have room to move?

Children who work in mines must spend the whole day in closed dark areas. Children are hired to work in mines because they are small and can therefore fit through smaller tunnels. The mines are unstable and there is always the risk of a cave-in.

Station 4: Sifting Dirt and Sand

Take a few handfuls of dirt/sand and place them in the sifter to find the buttons.

Is it easy? How many buttons did you find? Imagine if you had to do this work all day under the hot sun. Some children must do this work to look for precious stones or metals. The equipment is often heavy because it is designed for adults.

Station 5: Dusty Air

Shake the jar and look at what happens inside. Try to identify the number written on the small piece of paper. Once you have done this, remove the lid and look at the dusty air that comes out.

Children who work in underground tunnels are exposed to a great quantity of dust that can cause respiratory problems, pulmonary diseases and lung cancer.



Working in the Mines (continued)

Variations

A race

To get the children even more interested in the game, you can turn this into a relay race between 2 teams. After the race, you can talk about the difficulties and ask the children how they felt acting out the work of a child in a mine or a quarry.

Mini United Nations

Organize an activity in which the children reflect on the issues presented during this game and share some solutions. For example, organize a mini United Nations Summit. Children could:

- Represent regions of the world or countries
- Dress up like the people from the countries they represent
- Work in groups to discuss solutions to the problems they have identified
- Discuss these solutions during a "general assembly"

Short film

If you have access to the Internet, you can watch a short film on child labour in mines on the International Labour Organization website: <http://www.ilo.org/ipec/lang-en/index.htm>, consulted on March 26, 2008.

This may help stimulate discussion after the game.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- What activity was most difficult? What was the easiest?

- Were there activities that you would be able to do all day long?

The children may have found the activities to be easy and enjoyable. This is probably because these activities are new to the children, and they only last a few minutes. Help them remember that this work is not fun for children who must do it every day, all day long. Many of them do not keep the money they earn, since they must give it to their parents.

- What will you remember most about playing this game?

Think



- Why do you think some children are forced to work to earn their living?
- Do you think it is fair for children to work?
- Do you know of any products that are commonly made by children?

Carpets, cheap t-shirts, chocolate and diamonds are just some of the products that are often made by children around the world.

Act



- How can you help ensure that children are not exploited?
- How can you help ensure that children's rights are respected?

Information on Child Labour in Mines and Quarries

Working in mines and quarries can be very dirty and tiring work for anyone, but especially for a child. It is estimated that 1 million children around the world work in mines and quarries, where they face the risk of serious accidents, chronic diseases or even death. These children work in the worst imaginable conditions. They carry heavy loads. The dust burns their eyes. They spend long hours under a hot sun breaking large rocks into small pieces. Some of them work underground in dangerous and unstable conditions. They can be exposed to toxic products such as mercury, or they may spend the whole day submerged in water. The mines are often located in remote areas where there are no schools or health services. According to Convention 182 of the International Labour Organization, working in mines represents one of the worst forms of child labour, because of the severe risks and because it deprives children of their fundamental rights.



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Bullying

Age:	11-12 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	10 or more
Activity Level:	Very active
Materials:	None
Principal Value:	Inclusion
Other Values:	Respect, acceptance, respect for diversity



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 12 – Stopping Verbal Abuse
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of intimidation and exclusion and to think about:

- The harmful effects of bullying
- The difficulties faced by people who are regularly intimidated and excluded

Rights and Responsibilities

Right to non-discrimination (Article 2); right to protection from all forms of violence (Article 19)

For all of us to enjoy these rights we need to:

- Include others
- Help keep others safe

Object of the Game

For each child to cross the play area without being touched.

How to Play

1. Introduce the game by asking the children to explain what bullying is. When a child, a youth, or a group of children insult, threaten, beat up, or force another child to do something against his/her will, it is called bullying. Bullying can be:
 - Using hurtful words or making fun of another person
 - Ignoring someone or purposefully excluding that person from the group or from an activity
 - Hitting, pushing or using violent behaviour against another person to intimidate them
 - Saying or writing things that they know are untrue about a person or spreading false rumours about a person

Inform the children that they are going to play a game that will help them understand the meaning of intimidation.

2. The children stand in a line at one end of the play area.
3. Select 1 child to play the role of the "Bully" and have him/her stand facing the group a few metres in front of the line.
4. The children must ask the Bully: "Please, please, can I get across?"
5. The Bully answers stating a condition: "Only if you are wearing sandals," or "Only if you are wearing glasses," or "Only if you can speak French."
6. The children who meet the Bully's conditions can calmly cross the play area without being intimidated, that is, without being chased by the Bully.
7. When the children who meet the conditions have reached the other side of the play area, the rest of the group must try to run across the play area to get to the other side without being touched by the Bully.
8. If a child is touched by the Bully before getting to the other side, he/she becomes the Bully, replacing the first Bully. If no one gets touched, the same child remains the Bully.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- How did you feel when you were not allowed to cross?
- How did you feel if you were caught by the Bully?
- Bullies, how did you feel when you told everyone what to do?

Think



- What kind of strategies (tricks) did you use to try and get to the other side? Why did these strategies work or not work?
- Have you ever been teased or bothered by other children in the schoolyard or at day camp?
- Have you ever (intentionally or not) teased or bothered or made fun of other children? Have you ever pushed or threatened? Why?
- Have you ever seen someone be hit, threatened or humiliated by another person? If yes, what did you do? How did you feel?

Act



- What can we do if we experience bullying or see someone else being bullied?
- What can we do to make sure that bullying does not happen here?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



It's Hot... It's Not...

Age:	11-12 years old
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	10-12
Activity Level:	Calm
Materials:	An object that symbolizes the right to speak
Principal Value:	Respect
Other Values:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience expressing an opinion and to think about:

- Ways to voice joy or frustration
- The importance of dialogue in reducing tensions

Rights and Responsibilities

Right to express your opinions (Article 12)

For all of us to enjoy this right, we need to:

- Respect others
- Listen carefully to what others are saying

Object of the Game

For each child to express what he/she liked and did not like about an activity.

How to Play

1. Introduce the activity by explaining that some native peoples in Canada used, and in some cases still use, a sacred object to give someone the right to speak when a group of people gather to discuss important issues. When a person holds the object in his/her hands, no one else can say a word. Ask the children to identify an object that could represent the right to speak and ask them to agree to respect it.
2. The children sit on the ground in a circle.
3. Ask the children to think of a special moment during an activity they participated in that day. Ask the children to think about that precise moment and what they liked or did not like before, during and after the incident, as well as how they felt or what they were thinking during that particular moment.

4. Ask the children to share what was most special for them:

- Good moments: If it was a good moment, ask the children to begin by saying: "It was hot when..."
- Unpleasant moments: If it was an unpleasant moment, ask the children to begin by saying: "It was not hot when..."
- Unpleasant moments: After describing and explaining why the moment was unpleasant, encourage the children to imagine a positive change. Ask them to start their comments by saying: "It will be even hotter, when..." so that they can propose solutions.

Note: This game can help the group deal with conflicts that may arise. It can also help you to find peaceful solutions together.

Group Discussion

After the children have shared their "good moments" and "unpleasant moments," you may want to continue the discussion. You can use these questions as a guide:

Feel



- Was it easy for you to express yourself?
- How do you think you can become more comfortable expressing your opinion?

Think



- What did you learn from listening to one another's special moments?
- Is there anything that has come up several times that we should discuss some more?

Act



- Are there any changes we should make for the future?
- How does this type of dialogue help us address conflicts?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

The Bears and the Bees

Age:	11-12 years old
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Active
Materials:	10 pieces of paper, markers or pens, cones to mark the playing area, a stick that represents the "honey"
Principal Value:	Respect
Other Values:	Cooperation, responsibility



References

For help leading this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a situation involving conflict and to think about:

- A peaceful way to resolve conflicts
- How dialogue can help to resolve conflicts

Rights and Responsibilities

Right to protection from all forms of violence (Article 19)

For all of us to enjoy this right, we need to:

- Respect others
- Choose non-violent ways to act

Object of the Game

For the children to win the honey and discover the 5 steps to peaceful conflict resolution.

How to Play

This game is based on the game "Capture the Flag."

1. Prepare 2 sets of conflict resolution cards. Write 1 step to conflict resolution on each card. Prepare 2 copies of each card.
 - Step 1: Calm down
 - Step 2: Discuss the situation
 - Step 3: Explore possible solutions
 - Step 4: Agree to a solution
 - Step 5: Put the solution into practice
2. Prepare the playing area using cones as illustrated in the figure below. Place the object that represents the honey in the area marked "Treasure Room."
3. Divide the children into 2 teams: the Bears and the Bees. Ask the Bears to pick 1 person to be the "Mama" bear.

4. Explain to the children that the Bears and the Bees are in conflict: the Bears love honey and they want to take it from the Bees! In order to win the game, each team must try to resolve this conflict by discovering the 5 steps to peaceful conflict resolution. The team that is in possession of the honey after each round will win a card with 1 of the 5 steps.
5. Tell the children that while in the playing field a Bee can sting (touch) a Bear. If a Bear is stung it is eliminated for 1 round of the game. Bears cannot sting Bees, except for the Mama bear. She is special: she can never be stung by a bee, but she can eliminate a bee by touching it. Any Bear or Bee who runs outside of the playing field will also be eliminated for 1 round of the game.
6. The Bears are safe while in the forest and the treasure room. The Bees cannot enter either of these areas. The Bees are safe while in the beehive, the Mama bear cannot enter.
7. In order to win a round, the Bears must run towards the honey, grab it, and bring it back to their safety zone without being stung by a Bee. The Bees can win a round by saving their honey from being taken, either by stinging all the Bears or by stinging the Bear who has taken the honey before he/she makes it back to the Bears' safety zone.
8. If the Bears succeed at taking the honey into the forest, they win the round and get 1 conflict resolution card. If Bees succeed at stinging all the Bears, they win the round and get 1 conflict resolution card.
9. At the end of each round, switch roles so that the Bears become the Bees and vice versa. Continue playing the game until 1 team succeeds at winning all 5 conflict resolutions cards.
10. The conflict between the Bears and the Bees peacefully ends when 1 team has discovered all of the 5 steps to peaceful conflict resolution.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide.

Feel



- How did you like the game?
- Did you prefer being a Bee or a Bear? Why?

Think

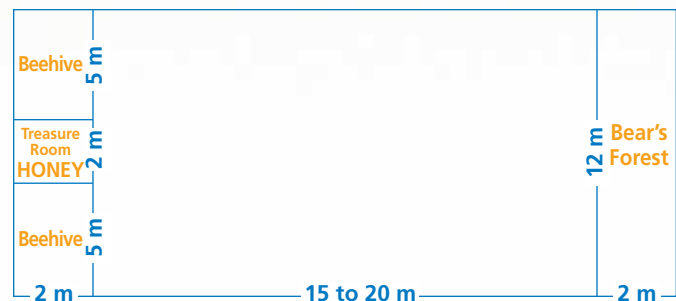


- What does conflict mean?
- What are the 5 steps to peaceful conflict resolution?
- What do you think is the most difficult part of the conflict resolution process?
- Have you ever tried to resolve a conflict using these steps? What was it like?

Act



- Can you think of a situation at home, at school or in your group in which you could have used the 5 steps to conflict resolution?
- Are there conflict mediators at your school or elsewhere? How do they help resolve conflicts?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>



The Worst Day of My Life

Age:	11-12 years old
Time:	40 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Moderate
Materials:	None (optional: accessories, costumes)
Principal Value:	Respect
Other Value:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience frustrating situations and to think about:

- How we can deal with anger and frustration
- How we can resolve conflicts and other problems peacefully

Rights and Responsibilities

Right to protection from all forms of violence (Article 19)

For all of us to enjoy this right, we need to:

- Respect others
- Choose non-violent ways to act

Object of the Game

For the children to solve the problems presented in a skit.

How to Play

1. Divide the children into groups of 4 to 6. Ask each group to think about situations that put them in a bad mood, make them angry or upset them. Make a list of each group's suggestions.
2. Ask each group to prepare a 2 to 3 minute skit in which the main character has a really bad day because all the bad things that the children have suggested happen to that person. The children must be prepared to present their skit twice.
3. Have each group in turn present the skit they have prepared. Ask the groups that make up the audience to notice when the main character gets angry and to think of solutions to his/her problems.
4. Ask each group to repeat their skit. This time, ask the audience to intervene by shouting "Stop!" whenever they see something that will put the main character in a bad mood or make him/her angry. The actors must

then freeze and the member of the audience who yelled "Stop!" must say or show how the situation can be changed so that the main character does not get upset. The actors then incorporate the idea into their skit and continue in this way until their skit is complete.

- Continue the game until all the groups have presented their skits a second time.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- What was the hardest part? What was the easiest part?
- How did you feel when you were acting out the skit?
- What will you remember most about this game?

Think



- What were some of the solutions suggested by the different groups? Were these solutions useful?
- Were the actors able to manage their anger?
- Do you think it is possible to improve a situation by managing our anger and adjusting our behaviour and actions?

Act



- Think about some of the ways that have been suggested for dealing with anger. How can we use some of these solutions in our group?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

"V-R-A-N-T-S-I-S" and "Me"

Age:	11-12 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Calm to moderate
Materials:	Paper, paint and paintbrushes
Principal Value:	Respect
Other Values:	Acceptance, respect for diversity



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 12 – Stopping Verbal Abuse
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of empathy and to think about:

- The reasons why pronouncing people's names correctly is important
- How people's names are linked to their sense of identity and self-esteem

Rights and Responsibilities

Right to non-discrimination (Article 2); right to have a name and nationality (Article 7); right to your own language and culture (Article 30)

For all of us to enjoy these rights, we need to:

- Accept others

- Call others by their name
- Respect differences

Object of the Game

For each group of children to make up and present a skit, rap song, poem, or story.

How to Play

1. Sit in a circle with the children and lead a discussion using the following questions:
 - Do you like your name?
 - Is there a story behind your name? Does your name have a special meaning?
 - How do you feel when someone says or spells your name wrong?
 - Do you have a nick name that you like?
2. Read the 2 poems ("V-R-A-N-T-S-I-S" and "Me") to the group. Ask the group what they think of the poems.
3. Divide the group into teams of 3 or 4 children. Give each team a copy of the poems and ask them to discuss the texts in their team.

4. Ask each team to compose a skit, rap song, poem, or story in which the characters must say their name and address to someone else (when signing up for day camp, for example). The character taking down the information will not understand the name or will not try to understand the name. Perhaps, the name will be misspelled or mispronounced, or maybe a nasty comment will be made about the name.
5. When the teams are ready, the children perform their skit, song, story, or poem for the whole group.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- Was it difficult to write as a group or to make the presentation?

Poems

V-R-A-N-T-S-I-S

by Ana Vratsis

"Vratsis," I said.
 Frances, she wrote.
 "No, V-r-a-n-t-s-i-s," I repeated more slowly.
 Francis, she wrote, writing the "i" over the "e".
 "No it's 'V' for Victoria," I insisted.
 Vrancis, she wrote, changing the "F" to a "V".
 "It has a 't' not a 'c'," I continued.
 "Vrantis?" she ventured.
 "No, it has an 's-i-s' after the 't'," I implored.
 She reached for the White-out
 But the White-out was dry.
 With irritation plain
 On her furrowed brow
 She reached for a clean sheet
 And began again.
 V-R-A-N-T-S-I-S she wrote
 With triumphant relief.
 "Oh, and there's only one 'n' in 'Ana'."

- How did it feel to share your "story" with the group?

Think



- What types of problems were raised by the skits, songs, stories and poems?
- What are some of the reactions people have when their name is misspelled or mispronounced? Why?
- A name is just one aspect of identity. What are some other aspects of our identities?

Our family, our friends, our language, where we were born, where we grew up and our culture are all parts of our identity.

Act



- What can we do together to ensure that we are respecting the identities of the people in our group?
- What can we do to learn more about each other's identities?

Me

by Temuçin Mustafa

What's your name?
 Temuçin.
 How do you spell that?
 T-E-M
 T-E-N?
 No, T-E-M...
 M for Mary.
 T-E-M-U-Ç-I-N... N for Nelly.
 What's it short for?
 Temuçin.
 No English equivalent?
 No, should there be?
 It just takes a little getting used to.
 So?
 Get used to it.
 It's MY name.
 It's me.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Draw It Right

Age:	11-12 years old
Time:	10-15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate to active
Materials:	2 pieces of paper, 2 felt tip pens and a list with 10 rights
Principal Value:	Responsibility
Other Values:	Cooperation, fairness



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- Children’s rights
- How we can work together to increase respect for children’s rights

Rights and Responsibilities

Right to know your rights (Article 42)

For all of us to enjoy this right, we need to learn about our rights and responsibilities.

Object of the Game

For each child to quickly draw a right and to correctly guess the rights drawn by their team members.

How to Play

1. Prepare a list of 10 children’s rights (see reverse).
2. Before you begin, ask the children if they know any of their rights.
3. Divide the group into 2 or 3 teams of 4 to 6 children per team. Ask each team to sit around a sheet of paper that you have placed on the wall at 1 end of the play area. Place yourself at the opposite end of the play area.
4. Explain to the children that this is a race. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins the race.
5. Ask 1 member of each team to run to you. You will whisper a children’s right in his/her ear.

6. The players return to their respective teams and draw the right. The other team members must guess what they are drawing. When the right has been identified, another member of the team runs to you for the next right.
7. The game ends when 1 of the teams has identified all the rights.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- What did you like best about this game?
- Did you know all the rights in this game?
- Do you know other rights?

Think



- Do we all have the same rights?
- Can you think of some rights that are not always respected?

Examples: Can all children go to school? Do all children get to see a doctor when they are sick?

Act



- We all want to enjoy our rights, but is there anything that we need to do to make sure that this is possible?
- All of us have the right to express ourselves. We also all have a responsibility to make sure that everyone in our group has the freedom to express him/herself. How can we cooperate to make sure that this right is respected in our group?

Children's Rights

- The right to go to school
- The right to practice a religion
- The right to a house
- The right to eat
- The right to medical care
- The right to play
- The right to express oneself
- The right to safety
- The right to rest
- The right to a clean environment
- The right to live with your parents
- The right for children with disabilities to a life of dignity and respect for their autonomy



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

In the Shoes of an Immigrant

Age:	11-12 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	15-20
Activity Level:	Active
Materials:	Scarves, paper and pencils
Principal Value:	Acceptance
Other Values:	Respect for diversity, respect, fairness



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience some situations that new immigrants may face and to think about:

- The difficulties faced by new immigrants
- How we can help immigrants feel welcome

Rights and Responsibilities

Right to non-discrimination (Article 2); right to special protection as a refugee (Article 22); right to have basic needs met (Article 27)

For all of us to enjoy these rights, we need to:

- Accept others
- Respect people's experiences

Object of the Game

For the children to better understand the experiences of an immigrant.

Preparation of Materials

Create some official documents by cutting pieces of paper and identifying them with letters (P = passport, B = birth certificate, \$ = money, A = airplane ticket). Prepare 1 set of these 4 documents for each player.

How to Play

1. Introduce the game by leading a short discussion.
 - Ask the children if they know what an immigrant is.

An immigrant is simply a person who has left their native country to live in another country.
 - Ask the children if they know why some people decide to live in another country.

Explain to them that immigrants generally decide to change countries of their own free will.

2. Explain to the children that they are going to put themselves in the shoes of an immigrant leaving home after a flood. There are 4 stages in this game. At each stage, you tell a part of the story and choose the players who will act out the various roles.
3. Relate parts 1, 2, 3 and 4 of the story.

Part 1: The Flood

- Ask the children if they know what a flood is. Explain that they live in a town where it has been raining for weeks. The rain has flooded the streets and has destroyed everything in its path, even their houses.
- Choose 3 children to play the role of the water. The other children play the townspeople. They should wear scarves around their waists or stuffed into their back pockets to show that they are townspeople.
- The children playing the role of water must succeed in removing the scarves from the townspeople. This action represents the houses that have been destroyed by the water. When the townspeople lose their scarves, they turn into water and try to remove the scarves from the other townspeople.
- This part of the game is over when all the townspeople have lost their scarves and have become water.

Note: This part of the game can also be played like a game of hide-and-seek. The townspeople hide and the children playing water look for them.

Part 2: Official Documents

- Explain to the children that the townspeople lost everything during the flood and have chosen to live in another country. To change countries, everyone must obtain a passport, birth certificate, money and airplane ticket. They get these documents from an agent. The goal of Part 2 is to obtain all the necessary official documents.
- Choose 8 children and divide them into pairs. Each team is responsible for 1 of the types of documents. They will play the agents in charge of handing out the official documents. Each team of agents invents a task that the townspeople have to carry out, for example, jumping a certain distance, repeating a difficult phrase, singing, or jumping like a frog. Help the children find a task if they are having trouble thinking of one.
- The townspeople visit each team of agents and carry out the task that is asked of them. If they are successful, they receive their documents from the agents.
- The townspeople who succeed in gathering all the documents are now authorized to immigrate to another country.

Part 3: Languages

- Explain to the children that the townspeople have arrived in a new country but unfortunately they do not understand the language. To be understood, they must communicate through signals. The goal of Part 3 is to act out a question.
- Have the children act out the following situation 1 by 1: they want to go to a specific place and they must ask for directions from passers-by.
- Whisper a place in town to the person who is acting out the question (for example, the school, library, grocery store, or soccer field). The other children must try to identify the place that is being acted out.



In the Shoes of an Immigrant (continued)

Part 4: School

- Explain to the children that the townspeople are now attending a new school. However, they do not speak the language very well and they dress differently from the other students because they are wearing the clothes of their native country. Some students make fun of them and block their entrance into the school cafeteria. The goal of Part 4 is not to be caught by the child who is making fun of them.
- Choose 1 child in the group to play the role of a child who is making fun of the others. This child stands in the middle of the play area.
- At your signal, the other children must cross the play area without being touched by the child who is making fun of others.
- When a child is touched, he/she replaces the first child.
- After a few minutes, you declare the game over.



Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- What role did you like the best? Why?
- Name some of the emotions you felt during the game.

Think



- Have you emigrated or do you know people who have emigrated from another country?
- What is it like for people to leave their native countries and live in a new country?
- What do you think of the children who made fun of the others in this game? Why do you think they reacted this way?

Act



- What can we do to make people who have just arrived here feel welcome?
- What can we do if we see children making fun of new immigrants?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Lunch and Disabilities

Age:	11-12 years old
Time:	60 minutes (during the lunch hour)
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Calm to moderate
Materials:	Strips of material, each person has their lunch or snack
Principal Value:	Acceptance
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a loss of speech and movement and to think about:

- The difficulties faced by people with disabilities
- How we can help one another

Rights and Responsibilities

Right to non-discrimination (Article 2); right for children with disabilities to receive special education and care (Article 23)

For all of us to enjoy these rights, we need to:

- Include others
- Respect all people, including those living with disabilities

Object of the Game

For each child to eat lunch without talking and without full mobility.

How to Play

1. Divide the group into pairs.
2. Using a strip of material, attach each child's wrist to the wrist of another.
3. Make sure the strip is not too tight, is not cutting off blood circulation, and can be removed quickly if necessary. In case of an emergency, the children must be able to detach themselves rapidly. You can also just ask the children to hold hands if you do not have strips of material.
4. Tell the children that there must be no talking during the meal.
5. The children eat their meals joined to one another.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you enjoy the game?
- Did you ever feel frustrated as you tried to eat your food?
- What will you remember most about this game?

Think



- What challenges did you face because of your disability?
- What strategies (tricks) did you use to eat your food?
- Did your friends help you perform certain tasks? How would you have eaten your food without their help?
- What are some of the daily activities that a person with a physical disability might find difficult?
- What attitudes are helpful to have when you face many challenges?

Act



- How can we make sure this place is accessible to children with disabilities (inside and outside)?
- What can we do to make sure people with disabilities feel included?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Colour Portraits

Age:	11-12 years old
Time:	30 minutes
Location:	Indoors (in an art studio, if possible)
Group Size:	5-20
Activity Level:	Calm
Materials:	Paper, paint and paintbrushes
Principal Value:	Acceptance
Other Values:	Respect for diversity, respect



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 11 – Recognizing and Preventing Racism
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feeling unique and to think about:

- Racism
- How everyone's skin colour is unique
- How all people are different, but equal

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to:

- Include others
- Respect differences

Object of the Game

For each child to reproduce the colour of their own skin and hair and to draw a self portrait.

How to Play

1. Ask the children to mix paint colours to reproduce the colour of their skin and hair.
2. When they are finished, ask the children to name the colours they have mixed. Here are some suggestions: rose, coral, coffee, salmon, peach, olive, eggshell, milk, apricot, cream, honey, copper and biscuit.
3. Ask the children to paint a self-portrait with the colours they have mixed. You can distribute papers with a circle (a face) already drawn on them and ask the children to paint their face and hair.
4. Write the children's names on the top of their paintings. If you wish, hang them around the room. You can also use the colours that the children have mixed to paint a rainbow.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like this game?
- During this game, did you feel special or unique?
- What will you remember most about this game?

Think



- What are some of the skin colours in the group? Was anyone's skin actually "black" or "white"?
- Is there anything wrong with noticing the colour of another person's skin

Everyone has their own special skin colour. Colour is a good thing because it makes life interesting and beautiful to look at.

- If we all have different-coloured skin, why do you think people are discriminated against because of the colour of their skin?
- Have you ever seen or heard people being discriminated against because of their skin colour? What happened?

Act



- What can you do to prevent racism in your school, in your group, or in your neighbourhood?

Adapted from the Woodcraft Folk, <http://www.globalvillage2006.org/>, consulted on February 6, 2008.



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Inuit Hand Game

Age:	11-12 years old
Time:	20-30 minutes
Location:	Indoors/Outdoors
Group Size:	6-12
Activity Level:	Calm
Materials:	Pebbles, twigs
Principal Value:	Respect for diversity
Other Value:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience playing a game from another culture and to think about:

- The positive contribution of other cultures
- How we can respect cultural diversity

Rights and Responsibilities

Right to non-discrimination (Article 2); right to your own language and culture (Article 30)

For all of us to enjoy these rights, we need to:

- Include others
- Respect other cultures

Object of the Game

For the children in the team with twigs to guess in which hands the other team is hiding the pebbles.

How to Play

1. Explain to the children that this is a traditional Inuit game. Explain who the Inuit are (see information below).
2. If you are outdoors and in a suitable area, have the children collect the necessary materials for playing the game. Ask half the children to find small pebbles that can be hidden in 1 hand, and the other half to find small twigs. If this is not possible, prepare the materials in advance. You will need 1 pebble for every 2 children and 1 twig for every 2 children.
3. Divide the group into 2 equal teams and ask the teams to sit facing each other. Give the pebbles to 1 team and the twigs to the other team.
4. Explain to the children that this game consists of several rounds. In each round, the team with the pebbles must hide them in their hands and the team with the twigs must figure out in which hands the pebbles are hidden.

5. Make sure that the team hiding the pebbles has as many pebbles as players. Ask the team with the pebbles to turn around and to quietly discuss among themselves how they will hide the pebbles in their hands. Explain to the children that they can divide up the pebbles any way they want: 1 hand can hold no pebbles, 1 pebble, or several pebbles. Some children can hide several pebbles in their hands, others none. Once the pebbles are hidden, ask the children to turn to face the other team again. They can put their hands behind their backs or cross them on their chests.
6. Make sure the team guessing where the pebbles are hidden has as many twigs as players. Explain that each twig represents a guess or the chance to make a mistake. When the team guessing asks the other team to open a hand that does not contain a pebble, it has to give the other team a twig.
7. Begin the game by asking the guessing team to decide, as a group, which hand they want to see opened. If the hand they choose contains a pebble, they take it from the other team. If there are no pebbles in the hand they chose, they must give the other team a twig. The game continues in this way.
8. If the team looking for pebbles succeeds in finding all the pebbles before they have given away all their twigs, they win the round. Otherwise, the other team wins.
9. Have the teams switch roles in the next round. The first team to win 2 rounds wins the game.

Who are the Inuit?

The Inuit are the Aboriginal people of Arctic Canada. They live primarily in Nunavut, the Northwest Territories, Labrador, and Northern Quebec. Inuit means “the people” in Inuktitut, the Inuit language.

For more information about the Inuit, please consult: http://www.ainc-inac.gc.ca/pr/info/info125_e.html

Group Discussion

After the game, remind the children that this hand game is inspired by a traditional Inuit game. Briefly explain who the Inuit are, using the information given on this sheet. Then lead a discussion using these questions as a guide:

Feel



- Did you like this game? Why or why not?
- Was it easy to reach an agreement with your team members about where to hide the pebbles? Was it easy to decide which hand to have opened?

Think



- What strategies (tricks) did you use to succeed in this game?
- Do you like team games? Why or why not?
- Do you know any other games that are played with pebbles, small bones, or other objects found in nature?
- Do you know any other Aboriginal games or games from other countries?

Act



- Games are one example of what we can learn and enjoy from other cultures. What else can we learn from other cultures?
- What can we do to learn more about other cultures? Are there cultures we can learn about through our group?

Adapted from “Hand Game,” Indian and Northern Affairs Canada, http://nwt-tno.inac-ainc.gc.ca/youthbuzz/fg-idg_e.htm, consulted on 4 April, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>



And If I Were...You?

Age:	11-12 years old
Time:	20-30 minutes
Location:	Indoors/Outdoors
Group Size:	4-20
Activity Level:	Moderate
Materials:	None
Principal Value:	Acceptance
Other Value:	Respect for diversity



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience empathy and to think about:

- Different ways people can react in the same situation
- How we can respect the feelings of others

Rights and Responsibilities

Right to non-discrimination (Article 2); right to express your opinions (Article 12)

For all of us to enjoy these rights, we need to:

- Include others
- Respect people's thoughts and feelings

Object of the Game

For each child to mime how someone else feels in a given situation.

How to Play

1. Form teams of 2. If the number of players is odd, form a team of 3.
2. Explain to the children that the goal is to “walk in their partner’s shoes” by reacting in the same way as he/she might. When you describe a specific situation, they will try to mime how their partner might feel and react in that context. The objective is to convey the emotion felt by their partner.
3. Ask the children to exchange an item of their choice with their partner, such as a baseball cap, bracelet, jacket, watch, marble or shoe.
4. Before beginning the game, ask the children to pause for a few moments to think about their partner. Who is he? Who is she? What are his/her strengths and good qualities? What makes him/her unique? Suggest to the children that they hold the object belonging to their partner and try to “walk in their partner’s shoes.”

5. Ask the children to stand up and face their partner when they mime. Using the suggestions below, describe a scenario and ask the children to mime their partner's reaction to the given situation.
6. Continue the game by varying the scenarios.

Possible Scenarios:

- You meet someone for the first time.
- You ask someone to taste your favourite food.
- You meet your idol.
- You ask a question to a child who does not speak your language.
- A friend tells you that he/she is leaving on a trip.
- Someone tells you a joke.
- You suggest an idea that everyone thinks is brilliant.
- A friend invites you to a show.
- Your favourite song is playing on the radio.
- Your teacher congratulates you.
- You want to speak, but no one is listening to you.
- You run into a friend you have not seen in a long time.
- You have to explain a game to the whole group.
- A classmate falls from his/her bike and asks for your help.
- You learn that 2 countries have declared war against each other.
- You pass a dog on the sidewalk.
- You invite someone to a party.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- Is it easy to act out how someone else feels? Why or why not?
- Do you feel that your partner successfully mimed your reaction to the different situations presented? Why or why not?

Think



- What did you learn about your partner while playing this game?
- Can you describe a situation that would make you happy, but would upset someone else? Why are our reactions sometimes different?
- Do you think that we can all feel joy, anger, sadness or pride? Why or why not?

Act



- How can we respect what others in the group think or feel?



You can download other games from the following website:

<http://www.equitas.org/toolkit/>

What Time Is It?

Age:	11-12 years old
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate
Materials:	4 cones (or 4 backpacks)
Principal Value:	Cooperation
Other Value:	Fairness



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- How we all have different daily routines
- How children’s experiences can differ around the world
- How working together can help us achieve our goals

Rights and Responsibilities

Right to non-discrimination (Article 2); right to your own language and culture (Article 30); right to know your rights (Article 42)

For all of us to enjoy these rights, we need to:

- Respect others
- Learn about our rights and responsibilities

Object of the Game

For the group to physically represent a clock and act out different times.

How to Play

1. Place the 4 cones to form the 4 main points or divisions of a large clock measuring about 5 to 10 metres in diameter. The cones will represent 12, 3, 6, and 9 o’clock.
2. Divide the group into 2 teams. Designate 1 team as the clock’s hour hand and the other as the minute hand. Then, ask the children to form the clock: the teams will form 2 lines joined at one end, corresponding to the centre of the clock face.
3. Ask the children to represent a specific time of day by turning the clock hands to imitate the clock’s movement, for example, “It’s 3:15 p.m.” Repeat with different times of the day.

4. Ask the children to indicate the time they generally carry out the different activities you name. Explain to them that you will not necessarily name the activities in chronological order. The children will first have to agree on which time of day to represent... since not everyone does the same things at the same time!
5. Name some different activities using the list below, and ask the children to represent the corresponding time of day.

A Time for Everything

- It's time to eat.
- It's time to wash.
- It's time to bathe.
- It's time to play sports.
- It's time to go to bed.
- It's time to get dressed.
- It's time to read a book.
- It's time to get up.
- It's time to play with your friends.
- It's time to go for a walk.
- It's time to relax.

Variations

Ding-dong

To make the game more complex, ask the hour hand to become the minute hand (and vice-versa) when you say, "Ding-dong!"

Race against time

Ask the children to represent as many times of day as possible within a given time period, for instance 5 minutes.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you like this game? Why or why not?
- What was the hardest part of the game? What was the easiest?
- Who is the winner of the game? Why?

Think



- How do you spend your days? Which activities do you do every day?
- Is your daily schedule similar to the schedules of other children in the group? How is it different?
- Is your daily schedule similar to the schedules of children living elsewhere in the world? How is it different?
- All children have the right to go to school and yet this is not part of every child's daily routine. Can you think of other rights that are not always respected?

Act



- How can we learn more about the daily lives of children around the world?
- What can we do to ensure children's rights are respected?

You can download other games from the following website:

<http://www.equitas.org/toolkit/>





Cat and Mouse

Purpose of the Activity

To experience collaboration and to think about how we can best work together.

How to Play

Ask the children to sit in a circle and pass a ball from person to person. This ball represents the mouse. Now, give the children a second ball to pass around the circle (the cat). The children must pass the cat along in the same direction as the mouse, until the cat catches up to the mouse! When the cat catches the mouse, switch directions and have the cat chase the mouse in the opposite direction.

If there are enough children in the group, a third ball can be added, representing another mouse. The game can be made more challenging by asking the children to switch directions repeatedly.

Group Discussion

- Did you like this game? Why or why not?
- What strategies (tricks) can help you catch the mouse in this game?
- What are some ways that we can work together in our group?

A friend from Burundi suggested this game. Thanks!



Your Smile is Contagious

Purpose of the Activity

To experience different emotions and to think about how our emotions can influence others.

How to Play

Ask the children to sit in a circle. The first child turns to his/her neighbour and smiles brightly. The neighbour smiles back, and then turns to the next child, passing along the smile. The goal of the game is to pass on the smile until all the children are smiling. You can also invite the children to pass on other emotions, such as surprise, pride, and fear.

Group Discussion

- Did you like this game? Why or why not?
- How do you feel when someone smiles at you? What happens when you smile at someone?
- How can you tell how others are feeling?
- What can we do so that everyone feels good?



The Curtain Comes Down

Purpose of the Activity

To experience and to think about getting to know one another.

How to Play

Ask the children to form 2 lines facing each other. Ensure that each child directly faces another child along the opposite line. Two volunteers hold up a sheet between the 2 lines, so the children cannot see one another. Ask the group, "What's the first name of the child across from you?" Now, the volunteers let the sheet drop so the children can see one another. All the children must then call out the name as quickly as possible. Children who

cannot answer should ask the child facing them to say their name. Next, the volunteers hold up the sheet again and the children change places along the same line. Once the children know the names of everyone in the group, ask other questions such as country of birth, favourite colour, etc.

Group Discussion

- How did you feel when the sheet came down?
- What are some things you learned about the other children?
- What can we do to learn more about one another?



The Caterpillar

Purpose of the Activity

To experience collaboration and to think about how we can best work together.

How to Play

Ask a child to get down on their hands and knees in a crawling position. Now, ask a second child to get down in a crawling position behind the first child, placing his/her hands on the other's ankles. Invite the other children to get into a crawling position as well, linking their hands and ankles to form a caterpillar. When all the children are in position, the first child begins moving forward and all the others must try to keep the pace.

Group Discussion

- Did you like this game? Why or why not?
- What needs to happen for the caterpillar to be able to move forward without coming apart?
- What can we do to work well as a group?



Talyat-Malyat

Purpose of the Activity

To experience hearing a foreign language and to think about language diversity.

How to Play

Ask the children to stand in a circle. Stand in the centre of the circle and explain that the inside of the circle represents the lake and the outside, the land. When you say "lake," the children must advance into the circle with 1 jump, and when you say "land," they must move back from the circle with 1 jump. Begin slowly, and then pick up the pace. Play the game again, but this time use the Indian words "talyat" (in the lake) and "malyat" (on land). You can also use the French expressions "mer" (sea) and "terre" (land). The children can also find equivalent expressions in their mother tongues.

Group Discussion

- Did you like this game? Why or why not?
- What language do you usually speak at home?
- What can we do to help those who are learning a language that we already speak

A friend from India suggested this game. Thanks!



The Beast Awakens

Purpose of the Activity

To experience collaboration and to think about how we can best work together.

How to Play

The children sit 2 by 2 and back to back, linking their arms. They must try to stand up without unlinking their arms or losing their balance. Ask the children to play the game again, this time in teams of 3, then 4, 5, or 6 children.

Group Discussion

- Did you like this game? Why or why not?
- Is it easy to stand up without losing your balance?
- What strategies (tricks) can we use to help the beast to stand up?
- What other activities can we do together as a team?



Random Words

Purpose of the Activity

To experience expressing yourself and to think about how we need to listen to others.

How to Play

Ask the children to sit in a circle. One child begins the game by saying any word that comes to mind. The next child in the circle should say a different word, but one that is associated with the first word. The game should continue around the circle until each child has said 3 words. At this point, everyone stops and tries to follow the chain back to the beginning, with all the children saying their words in the correct order (backwards). Depending on the size of your group and the time you have, you can give the children the chance to say more (or fewer) words.

Group Discussion

- Did you like this game? Why or why not?
- Why is it important to listen to what others have to say?
- What did you learn about yourself or your friends while playing this game?
- What can we do to be better listeners in our group?

A friend from Burundi suggested this game. Thanks!



Electric Shock

Purpose of the Activity

To experience non-verbal communication and to think about why it is important to pay attention to others.

How to Play

Ask the children to stand in a circle, holding hands and with their eyes closed. Begin the electric shock by gently tapping a child on the shoulder. This child discreetly presses the hand of his/her neighbour to transmit an "electric shock." The second child then presses the next child's hand to keep the shock moving and so on. The direction of the shock can be changed by pressing twice on the hand of the person that gives the electric shock.

Variation

One or more children stand in the middle of the circle with their eyes open. At your signal, the children must guess the location of the electric shock.

Group Discussion

- Did you like this game? Why or why not?
- Was it easy to transmit the "electric shock"?
- What strategies (tricks) can we use to help the shock travel well around the circle?
- What can we do to make sure that we are able to share our ideas in our group?



Count the Contact Points

Purpose of the Activity

To experience collaboration and to think about how we can best work together.

How to Play

Form several teams with an equal number of children on each team. When you call out a number, each team must find a way to touch the ground and make that number of contact points using their legs, fingers, or any other part of their bodies. For example, if you call out the number 12, a group of 5 children can place their feet on the ground (which makes 10 contact points) and 2 children can each put 1 finger on the ground (which makes 12 contact points). All teams that succeed win a point. Try to select numbers that are realistic given the number of children on

each team. The game's level of difficulty can be increased by choosing very low numbers or by adding constraints, such as only 1 foot per child may touch the ground or only 1 hand per child.

Group Discussion

- Did you like this game? Why or why not?
- What strategies (tricks) did your team use to make the right number of contact points?
- What other activities can we do together as a team?

A friend from Burundi suggested this game. Thanks!



Blind Spots

Purpose of the Activity

To experience a chaotic situation and to think about the importance of setting common guidelines.

How to Play

A group of 10-20 children place themselves randomly across the play area. The children must each select a point nearby, close their eyes, and try to move slowly towards that point. If a child bumps into someone, he/she must change paths, while still trying to reach that point. Repeat from the beginning 2-3 times, then change the rules: everyone must aim for the same point right from the beginning. There will be far fewer collisions.

Group Discussion

- Did you like this game? Why or why not?
- Is this game easier when everyone is moving towards a different point or when everyone is moving towards the same point? Why?
- What happens in a group when everyone goes off in different directions without looking out for others? What happens when everyone agrees on a direction together?
- What agreements can we make to help us work better as a group?

Adapted from Augusto BOAL. *Jeux pour acteurs et non acteurs*, Paris, Ed. La Découverte, Coll. Malgré tout, 1983.



What Are You Doing?

Purpose of the Activity

To experience expressing oneself and to think about the diversity in the group.

How to Play

Ask the children to sit in a circle. Ask one child to mime an action (for example, playing tennis). The next child should ask: "What are you doing?" The first child must then name an action that is completely different from the action he/she is miming (for example, "I'm eating an apple.") The child who asked the question must then mime this new action (eating an apple) until the next child asks "What are you doing?" and so on.

Group Discussion

- Did you like this game? Why or why not?
- Is it difficult to mime an action while talking about another action?
- What are some activities you enjoy doing? Do we all like and dislike the same things? Why or why not?
- What can we do to find out more about the likes and dislikes of people in our group?



Follow the Movement

Purpose of the Activity

To experience reproducing others' movements and to think about how we influence one another.

How to Play

Ask the children to stand in a circle and to pick someone to watch. The goal of the game is to remain motionless; however, if a person moves, the child watching that person must also move, imitating every action. Since each child is being watched by someone who is in turn being watched by someone else, the movement will gradually spread throughout the room.

Group Discussion

- Did you like this game? Why or why not?
- Did you ever notice that a movement you had made spread to others?
- Do you feel that other people can have an influence on you? How? Do you think that you influence other people? How?
- What can we do in our group to have a positive influence on others?

Adapted from Augusto BOAL. *Jeux pour acteurs et non acteurs*, Paris, Ed. La Découverte, Coll. Malgré tout, 1983.