



The Laughing Game

Purpose of the Activity

To experience cooperation and to think about how we can best work together.

How to Play

Ask the children to lie on the ground and to form a human chain by resting their head on the belly of another child. Each child except the first child will have their head on the belly of another child, and each child will have someone's head on their belly with the exception of the last child in the chain. Ask the first child in the chain to say hah!, and the next child to say hah! hah!, the third child to say hah! hah! hah!, and so on. Tell the group that the goal of the game is to get to the end of the chain without interruption, with each child saying hah! one more time than the child before them. Remind them that

they must say hah! loud enough for everyone in the group to hear, and that you will count the hah!s. The group must start over each time that someone says hah! too many or too few times.

Group Discussion

- Did you like this game? Why or why not?
- Was it difficult to keep track of how many times you needed to say hah! when it was your turn?
- Did anybody help you remember to say the right number or hah!s?
- Can you think of other times that we can work together to get something done?

A friend of Equitas who works with children and youth in Vancouver suggested this game. Thanks!



Squares

Purpose of the Activity

To experience cooperation and to think about how we can best work together.

How to Play

Ask the children to make a square of any size that they choose on the ground with tape or on pavement with chalk. Then, ask all the children to fit inside the square by working together. Once all the children are inside the square, cut the square in half and ask them again to work together to fit everyone inside the now smaller square. Continue to cut the square in half each time the children succeed in all fitting inside, and see how small the square can get.

Group Discussion

- Did you like this game? Why or why not?
- Did someone try to make room for you inside the square? How did that feel?
- What other strategies did you use to fit everyone inside the square?
- What else could you do to help others fit inside the square?
- Can you think of other times that we can work together to get something done?

Nicole Robidoux from Winnipeg suggested this game. Thanks!



You can download other games from the following website:

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

Calendar Project

Age:	9 - 10 years old
Time:	3 sessions of 45 minutes
Location:	Indoors
Group Size:	10 - 20
Activity Level:	Calm - moderate
Materials:	A calendar of the current year, a blank calendar page for each month, 4 copies of a list of international days, markers or colouring pencils, list of children's rights
Principal Value:	Respect for diversity, responsibility
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 raise awareness about international days related to human rights and children's rights.

Rights and Responsibilities

Right to practise your own culture (Article 30); right to know your rights (Article 42); other rights as identified by children

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

- Respect different cultures
- Learn about our rights and responsibilities

Object of the Game

For the children to develop a calendar of international days that are important to the group and plan activities to mark those days.

How to Play

Part 1

1. Introduce the activity by explaining to the children that they are going to make a calendar of international days related to human rights and children's rights.
2. Ask the children if they can name some of their rights. To remind the children of some of their rights, you can do Toolkit activity 45, Draw It Right. Ask the children if they think that children around the world have the same rights.
3. Explain that international days are celebrated to help people around the world get involved in actions for different human-rights causes. Ask them if they know of any of these days, and how they are linked to children's rights. For example, ask the children which rights can be linked with:

- a) Earth Day (right to a clean environment)
 - b) Pink Shirt Day, a day on which people wear some thing pink to symbolize that they do not tolerate bullying (right to be treated fairly)
 - c) International Youth Day and Play it Fair! Day (all children's rights)
4. Review the list of international days with the group.
 5. Add other days mentioned in the group discussion.

Part 2

1. Divide the children into 4 groups and assign each group 3 months of the year to work on.
2. Give each group 3 blank calendar pages, markers or colouring pencils, a copy of the list of international days, and other supplies needed to complete their calendar.
3. Explain the activity to the children. Each group will select, from the list provided, a number of international days that fall within the months assigned to their group and write them into their calendar pages. They can decorate the squares to make the international days stand out.
4. Move around the groups to make sure that they understand the meaning of each international day that they are including in their calendars.
5. Ask each group to share the days that they have chosen. As a whole group discuss which rights the international days are linked to.
6. Display the full calendar on a wall where the whole group can easily see it.
7. If resources are available, make copies of the calendar for children to take home.

Part 3

1. Have the children plan how they will celebrate the first upcoming international day on their calendar. The children may want to celebrate some days in the community.
2. Provide suggestions, such as Play it Fair! activities to celebrate November 20th, the International Day of the Child, or environmentally friendly activities for Earth Day on April 22nd.

Group Discussion

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

Feel



- What was your favourite part of this activity?
- Which of the international days do you look forward to celebrating? Why?

Point out that although we celebrate these international days, we enjoy our rights every day.

Think



- What are some rights you enjoy every day? What rights are you enjoying this very minute?
- Do all children have the opportunity to enjoy these rights?
- Whose job is it to protect our rights?

Act



- What can we do to make sure that all of our rights are protected?
- What can we do to make sure that the rights of all children are respected around the world?

You can download other games from the following website:

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



List of Suggested Days for Calendar:

Month and Date	International Day
February 20	World Day of Social Justice
March 8	International Women's Day
March 21	International Day for the Elimination of Racial Discrimination
March 22	World Water Day
April 7	World Health Day
April 22	Earth Day
May 1	International Worker's Day
May 8	World Red Cross and Red Crescent Day
May 15	International Day of Families
June 5	World Environment Day
June 21	World Peace and Prayer Day
August 7	International Education Day
August 12	International Day of Youth
September 8	International Literacy Day
October 1	International Music Day
October 5	World Teacher's Day
October 16	World Food Day
October 24	United Nations Day
November 9	Day Against Racism
November 16	International Day for Tolerance
November 20	Universal Children's Day
December 3	International Day of Disabled Persons
December 10	Human Rights Day

Children's Rights

- The right to be treated fairly
- 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

Calendar Page

Month : _____

[illegible]

Act Out Rights!

Age:	11-12 years old
Time:	30 minutes
Location:	Indoors
Group Size:	10 -15
Activity Level:	Moderate
Materials:	Paper/flipchart and felt-tipped markers, a box of props and a list of the rights that each prop represents.
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:

- Our responsibility to learn about rights and respect the rights of others
- How rights and responsibilities are a part of our every day life

Rights and Responsibilities

Right to know your rights (Article 42), Right to practice your rights (Article 4)

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

Object of the Game

For children to act out a right and to correctly guess rights acted out by their team members.

How to Play

1. Introduce the game by asking the children what rights they already know and have them name a few examples, for example the right to live with your parents, the right to education, the right to care, if you are sick.
2. To begin the game, set up 2 teams.
3. Explain to the children that the teams will take turns acting out rights for their team members to guess, based on a prop selected by the other team. Children will work in pairs to act out the rights.
4. For each round: Two (2) members of a team will receive a prop chosen by the other team. The pair will have 1 minute to agree on a right the prop represents and tell you the right they chose. The pair then has 1 minute to act out the right for their team to guess. They cannot use words or sounds, only gestures.

5. For each right that a team guesses, the team gains a point.
6. If one team does not guess the answer by the time 1 minute has passed, then the other team has 30 seconds to guess correctly and win a point.
7. The team with the most points when all of the props have been used wins.

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



- Are the rights that your team acted out respected in our group?

Act



- We all want to enjoy our rights, but is there anything that we need to do to make sure that this is possible?
- We all have the right to express ourselves, we also have the 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 within our group?

List of Props

1. A ball - the right to play
2. A pretend passport and birth certificate – the right to an identity, nationality
3. A microphone – the right to express oneself (opinion) and have others listen
4. A bottle of water and a piece of fruit – the right to food and clean water
5. A box of bandages – to medical care
6. A newspaper or magazine – the right to information
7. A book - the right to go to school
8. Items representing religious symbols – the right to practice a religion and know your own culture



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Water Relay

Age:	11-12 years old
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	6-12
Activity Level:	Active
Materials:	Water pitchers/bottles, cups, cardboard screens
Principal Value:	Responsibility, cooperation
Other Values:	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 teamwork and to think about::

- Water scarcity
- How access to water is different around the world

Rights and Responsibilities

Right to safe water to drink (Article 24)

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

- Use only the water that we need
- Find ways to avoid wasting water

Object of the Game

For each child to take a drink of water during the relay race.

How to Play

1. To prepare for the game, set up 3 water stations about 3 feet apart from each other, at a table or on a flat surface of ground. Use cardboard to make 3 screens that will serve to hide the content of each water station. Behind the screen at each water station, place 1 pitcher/bottle filled with different quantities of water (250 ml, 500ml, 1 L).
2. Introduce the game by asking the children to describe different ways that they use water.
3. Then, ask the children to think of some ways to avoid wasting water.
4. To begin the game, set up 3 teams and assign 1 water station to each team.
5. Have each team stand in line at least 20 to 30 big steps away from their water station. Give one cup to each child.

6. Explain to the children that this game is a relay race and that they will be playing in teams. As in any relay race, all the players in the race complete the task one at a time. For this relay, each member of each team runs to their water station, pours a drink of water into the cup, drinks it, returns to the starting line, and tags the next member of their team as quickly as possible. It is important that no one sees how much water that each member of the team has drunk. How much each person takes is up to them, however, everyone must have a drink in order to complete the task.
7. Ask the children to show their team spirit by encouraging their team members.
8. The first team whose members complete the task wins.

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? Why or why not?

Think



- Who was the winner of this game? Why?
- Did you have enough water for each person on your team to take a drink?
- What strategies did your team use to make sure that everyone could have a drink of water?
- Did you guess that all three teams had different amounts of water? Is this fair?

Explain to the children that although everyone needs water to live, there are different amounts of water available to people around the world. Explain that in some

places, water is much harder to get compared to other places where all you need to do to get fresh drinking water is to turn on the tap. For example, 1 in every 6 human beings has no access to clean water within a kilometer of their homes. 1 in every 3 people in the world does not have enough water to meet their basic needs (i.e., for drinking, cooking, washing).

Act



- What can we do to make sure that each team has enough water to complete the relay?
- What can we do to use less water at home, at school, or at camp?

Did you know?

The United Nations has declared 2005-2015 as the 'Water for Life' decade. The goal is to reduce by half the proportion of people without access to safe drinking water by 2015 and to stop unsustainable exploitation of water resources. Governments pledged to do this when they adopted the Millennium Development Goals in 2000.

*Facts adapted from:
www.un.org/works/Lesson_Plans/Water/Lesson_Plan_on_Water.doc*



You can download other games from the following website:

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



Water Facts

How much water do we use to...

Take a bath or a shower	57-114 L
Water the lawn and the yard	681 L
Wash the dishes by machine or by hand	53-227 L
Wash clothes	189 L
Wash the car	379 L
Brush our teeth	3.8 L
Cook	144 L
Drink	2 L
Flush the toilet once	15-27 L

Do you know how much water it takes to...

Grow and produce french fries?	23 L
Produce about 4 litres of milk?	15 L
Grow a tomato?	11 L
Manufacture a new car?	147-972 L
Grow an orange?	52 L
Process a 100g hamburger?	3.8 L
Produce an egg?	454 L
Grow a watermelon?	378 L

References from <http://captainwater.com>. Some of the information on this site was adapted from the Water Conservation Education Site.

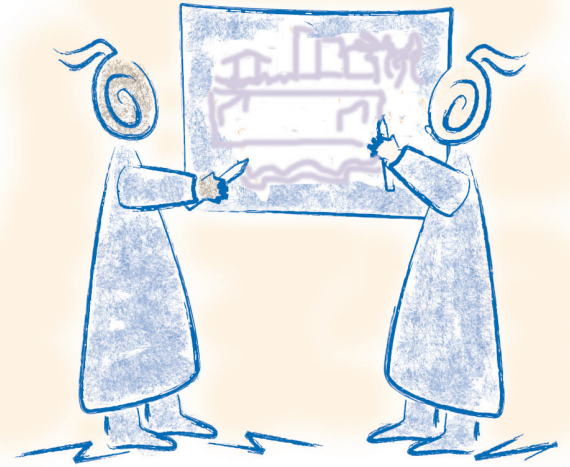


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Where I Live

Age:	11 - 12 years old
Time:	30 minutes
Location:	Indoors
Group Size:	5 - 25
Activity Level:	Calm - moderate
Materials:	3 - 4 pieces of paper, markers or colouring pencils for each team, list of rights
Principal Value:	Responsibility
Other Values:	Respect for diversity, cooperation



References

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

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Purpose of the Activity

To think about respect for rights and responsibilities in our neighbourhood.

Rights and Responsibilities

Right to know your rights (Article 42), right to your own language and culture (Article 30)

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

Object of the Game

For the children to draw a map of their neighbourhood.

How to Play

1. Prepare a list of 10 or more children's rights (see reverse).
2. To introduce the game, ask the children if they know any of their rights. Then ask them what the word neighbourhood means to them, i.e., a neighbourhood is the area around where people live.
3. Divide the children into groups of 3 to 4. Ask each group to sit around a sheet of paper and other drawing materials that you have placed on the floor in different parts of the play area.
4. Ask each group to draw a map of their neighbourhood. They should include the places that are important to them, such as their home, school, shopping mall, metro/subway station, bus stop, community centre, sports arena, swimming pool, park, library, church/temple, etc.

5. Give out a copy of the list of rights to each group and ask each group to choose 5 rights that are most important to them.
6. Ask the children to mark on the map the places that they feel these 5 rights correspond with. They should add drawings that represent these rights in the places that they have identified.
7. Invite each group in turn to hold up their neighbourhood map and present it to the larger group. Ask them to also explain the rights they have chosen. Alternatively, children can put their maps on the wall next to each other and do a gallery walk.

Group Discussion

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

Feel



- Did you know about all of the rights that were talked about during the activity?
- Was it hard to think of a place that corresponds with the rights that your group chose?

Think



- Are all of the maps the same, or are some different?
- Do we all have the same rights?

Act



- What can we do to make sure that everyone's rights are respected in our neighbourhood?

In this activity, each place in the neighbourhood might reflect certain rights. For example, the school could be associated with the rights to education, while the park or recreation centre could be associated with the right to play and rest.

Children's Rights

- The right to life
- The right to express oneself
- The right to go to school
- The right to practice a religion
- The right to medical care
- The right to food
- The right to play
- The right to rest
- The right to security
- The right to privacy
- The right to equality
- The right to information
- The right to choose my friends
- The right to a name
- The right to live with your parents
- The right to a clean environment
- The rights of children with a disability to participate



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