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Legend of essential values

Cooperation Respect for diversity

Fairness Inclusion Respect Responsibility

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Violence and Bullying	02 Crocodile09 Friendly Crossing, Safe Passage67 Robots	22 All in Good Order26 Rock-Paper-Conflict!27 The Race Against Anger33 The Witness	40 Bullying41 It's Hot It's Not42 The Bears and the Bees43 The Worst Day of My Life
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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.
- 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.
- 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, hilighting 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.

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Legend of activity level

Calm Moderate Active