



Flying Carpets

Age:	6-8 years old
Time:	10-15 minutes
Location:	Indoors/Outdoors
Group Size:	6-20
Activity Level:	Moderate to active
Materials:	Large towels, ball
Principal Value:	Cooperation
Other Values:	Inclusion, 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 feelings of inclusion and teamwork and to think about:

- How cooperation can help us achieve our 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

Teams, using the towels they are holding, pass the ball from one towel to the next.

How to Play

1. Divide the group into 2 or 3 teams. Give a towel (or sheet) to each team.
2. Ask the children to use both hands to hold up their team's towel.
3. Place a ball on one of the towels and ask the teams to pass the ball from one towel to the next.
4. Count the number of passes achieved without the ball touching the ground. Ask the teams to do as many as possible.
5. When the group has gotten the hang of it, ask the teams to pass the ball around the entire play area without letting it touch the ground. To do this, all the teams need to go to one end of the play area and pass the ball to each other while taking turns moving forward towards the other end.

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?
- Were you able to control the ball? How?

Think



- Who was the winner of this game? Why?
- If one person doesn't hold up the towel, what happens? Why?

Act



- What are some situations where we need to work as a team?
- What can we do so that everyone in our group feels important?



You can download other games from the following website:

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



Reflecting Emotions

Age:	6-8 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	6-20
Activity Level:	Moderate
Materials:	None
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 different emotions and to think about:

- How our emotions can affect or influence others
- How to respect our emotions as well as the emotions 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 other people's ideas and emotions

Object of the Game

For each child to mime or imitate an emotion.

How to Play

1. Form 2 teams with an equal number of children
2. Ask the first team to form a tight circle with the children facing outwards. This will be "the circle of emotions".
3. Ask the other team to place itself around the first team's circle with each child directly opposite and facing another. This will be "the mirror circle".
4. Ask all the children to put their hands over their eyes.
5. Call out an emotion, for example "Being in a good mood". Ask the children who are in the circle of emotions to uncover their eyes and to mime this emotion.
6. Ask the children who are in the mirror circle to uncover their eyes and to imitate the child opposite them.
7. Continue the activity, having the children in the inside circle (the circle of emotions) move one spot over to

the left so that everyone is facing a different person. Call out another emotion.

8. When all the children in the inner circle have been opposite all the children in the outer circle, reverse the roles and repeat the activity.

Suggestions for emotions (or situations) to mime:

- Show your biggest smile
- Make your funniest face
- Laugh uncontrollably
- Be surprised
- Be really afraid
- Be happy
- Be really tired
- Be sad
- Be proud of yourself
- Be bored
- Be angry
- Be hungry
- Be excited
- Be interested
- Be worried

Variation

A game to get to know each other

After each mime, ask the children to introduce themselves to the person opposite them. You can also suggest that the children name their favourite colour, a game they like, the city where they were born, etc.

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 hardest part?

Think



- How do you feel when you are with someone who is in a good mood? Why?
- How do you feel when you are with someone who is sad? Why?
- How can you tell what other people are feeling?

Act



- What can we do when someone in our group seems sad?
- What can we do so that everyone in our group feels good?

You can download other games from the following website:

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





The Dragon Run

Age:	6-8 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	6-12
Activity Level:	Active
Materials:	Suitable objects for an obstacle course (for example, chairs, tables, cones, hula hoops, etc.)
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 solidarity and teamwork and to think about:

- How we can work together to reach 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 complete an obstacle course, in single file, while holding on to each other by the waist.

How to Play

1. Set up an obstacle course, for example, going around a chair, crawling under a table, stepping over a rope, jumping in a hula hoop, zigzagging around cones, etc.
2. Ask the children to stand in single file, one behind the other, holding on to the waist of the person in front of them. Call this the “dragon”.
3. The first person will be the “head” of the dragon, and the last, its “tail”.
4. Explain how the obstacle course works. Specify that the goal is for the whole dragon to complete the course; everyone needs to hold on to the waist of the person in front of them to do so.
5. Have the dragon run the obstacle course.

Variation

The dragon race

Set up two identical obstacle courses and form two dragons that try to complete the course as quickly as possible. The dragon that completes the course the fastest is the winner.

The dragon is chasing its tail

Have the dragon's head try to catch its tail without breaking the chain. After the head has caught the tail, or after the group has tried to do so for one minute, ask other children to move into the head and the tail positions. You can also ask all the children to change places.

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?
- How did you feel during the game? Why?

Think



- What do you have to do to succeed in this game?
- If you were to play this game again, what would you do differently?

Act

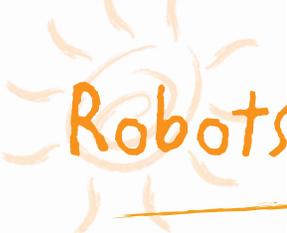


- What are some situations when our group needs to work together?
- What can our group do so that we work together better?



You can download other games from the following website:

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



Robots

Age:	6-8 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	4-20
Activity Level:	Moderate
Materials:	None
Principal Value:	Responsibility
Other Values:	Respect, 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 feeling vulnerable and needing help and to think about:

- Why it is necessary to get help when we need it
- How we can help others

Rights and Responsibilities

Right to security (Articles 32-38)

For all of us to enjoy this right, we need to help each other to ensure everyone's security.

Object of the Game

For each child to lead other children to a specific spot in the play area, making sure they don't bump into someone or something.

How to Play

1. Choose a safe play area.
2. Form teams of 4 children each. For each team, choose 3 robots and 1 robot leader.
3. Ask the teams to go and stand wherever they want in the play area.
4. Explain that the robot leaders will be in charge of steering their 3 robots to a specific spot that you will identify in each round, for example, a tree, a wall or a door.
5. The robot leaders can steer their robots to the left by touching their left shoulders, or to the right, by touching their right shoulders. However, the robots don't have brakes, so they can't stop moving. Robots left on their own will walk straight ahead without stopping.

6. Set a time limit of about 1 minute for the robot leaders to steer their robots to the designated spot.
7. Repeat the game 3 times, switching around the roles to make sure that each person gets to be the robot leader at least once. Choose a different spot where the robots need to go for each round.
8. Explain that the robot leaders are very busy and need help! Repeat the game, this time, choosing 2 robot leaders per team. (The leaders will have only one robot each to steer.)
9. Repeat the game one last time, switching roles.

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 robot or a robot leader? Why?

Think



- What were the challenges of steering the robots?
- Was it easier when there were more robot leaders? Why?

Act



- When should we ask other people for help?
- What can you do when someone in your group asks for help?



You can download other games from the following website:

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



Mish-Mash of Rights

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	6-20
Activity Level:	Very active
Materials:	One chair for each child
Principal Value:	Responsibility
Other Values:	Fairness, 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 feelings of inclusion and to think about:

- The importance of including everyone
- How we can cooperate to make other people aware of their rights

Rights and Responsibilities

Right to non-discrimination (Article 2); 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:

- Include others
- Learn about our rights and responsibilities

Object of the Game

For each child to change places when the right that has been assigned to them is called out.

How to Play

1. Form a circle with the chairs, making sure there is one chair for each child. Ask the children to sit down.
2. Go around the circle, assigning one of the following verbs to each child: play, express yourself, be respected. The children need to memorize the verbs assigned to them.
3. Stand in the middle of the circle. Explain that each time you say: “You have the right to ...” and complete the sentence with a verb, for example, “play”, the children whose verb it is need to stand up and trade places with someone else.
4. Specify that, at the same time, you will try to take somebody’s place by sitting down on an empty chair. The child whose chair you have taken goes to stand in the middle of the circle and continues the game by calling out the same phrase, but using a different verb.

5. Demonstrate how the game works, then play several rounds.
6. When the children begin to become familiar with the game, add other instructions. When the person in the middle says "You have the right to live", everyone has to change places. When they say "You have the right to rest", no one moves.

Variations

Other rights

Change the activity by asking the children to choose 3 other rights they are familiar with, for example, the right to eat, the right to go to school, the right to a decent place to live, etc.

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 will you remember about this game?

Think



- In our group, are the following rights always respected: the right to play, the right to express yourself and the right to be respected? Can you give some examples when these rights are not respected?
- Are you familiar with any other rights than those we used when we played this game? What are they?

Act



- What can we do so that the rights of everyone in our group are respected?
- What can we do to make children in our neighbourhood more aware of their rights?



You can download other games from the following website:

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



Age:	9-10 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	6-30
Activity Level:	Moderate
Materials:	None
Principal Value:	Respect for diversity
Other Values:	Inclusion, 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 speaking another language 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:

- Respect other people's languages
- Include others

Object of the Game

For the group to count from 1 to 3, gradually substituting each number with its equivalent in other languages.

How to Play

1. Form a circle.
2. Ask the group to count from 1 to 3. Going around the circle, each child calls out one number: 1, 2, 3, 1, 2, 3, etc.
3. Go around again, this time substituting 3 with its equivalent in another language, for example "san" (3 in Mandarin): 1, 2, san, 1, 2, san, etc. Go around the circle once or twice. If someone makes a mistake, they start again at 1.
4. Go around the circle again, this time substituting 2 with its equivalent in another language such as "dos" (2 in Spanish): 1, dos, san, 1, dos, san, etc.
5. Go around the circle one last time, substituting 1 with its equivalent in another language such as "un" (1 in French).

Variations

Languages spoken by the group

Begin the activity by asking the children to name the languages in which they can count from 1 to 3. Incorporate these languages into the game.

Two circles

Spark the children's interest and encourage healthy competition by having the children who make a mistake leave the large circle. These children then form another circle and continue playing. The last child to remain in the first circle is declared the winner.

Two by two

Have the children play this game two by two, for example, when they are sitting in a bus. It's much harder than in a group!

Clap your hands, jump, stick out your tongue ...

Change the activity by gradually substituting each number with a gesture, for example, clapping your hands, jumping, sticking out your tongue, etc. (In this case, however, the activity no longer deals with language diversity, and the group discussion should be adapted accordingly.)

Knock, clap, bang ...

Change the activity by gradually substituting each number with a noise, for example, knocking, clapping, banging, etc. (In this case, however, the activity no longer deals with language diversity, and the group discussion should be adapted accordingly.)

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?
- How did you feel when you had to count in another language?

Think



- Do you speak another language besides English? Which one?
- Have you ever not understood someone because you didn't speak the same language? What did you do?

Act



- What can we do to help people who have trouble speaking English?



You can download other games from the following website:

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



The Game of Respect

Age:	9-10 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Active
Materials:	None
Principal Value:	Respect
Other Values:	Cooperation, 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 creating ties within a group and to think about:

- The ties we form with one other
- How we foster respect within a group

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 others
- Respect others

Object of the Game

For one child, the “rope”, to create ties of respect among all the children in the circle without being tagged by the child who has been chosen as the “scissors”.

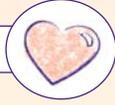
How to Play

1. Form a circle. Ask the children to stand at arm’s length from each other.
2. Ask one child to stand in the middle of the circle. This child will be the “rope”. Explain that the rope can run in and out of the circle and that it is his or her job to create ties of respect between everyone in the group.
3. Ties are created when the rope passes between two children. These children then hold hands to symbolize the tie that has been created. Once they hold hands, the rope can no longer pass between them.
4. Choose another child to be the “scissors”. The scissors stands outside the circle and cannot go inside. His or her job is to try to cut the rope by tagging him or her.
5. Switch roles when all the children are holding hands or when the rope has been tagged by the scissors.

Group Discussion

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

Feel



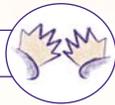
- Did you like this game? Why?
- Did you prefer being the rope, the scissors or part of the circle? Why?

Think



- Can you give some examples of actions that create “ties of respect” within our group? Can you give some examples of actions that break these ties?
- Are you, in general, a person who, like the rope in the game, creates “ties of respect” between people? How do you do that?
- Why is it important to respect others within the group?

Act



- What can we do when someone is being disrespectful towards us?
- What can we do to foster respect within our group?



You can download other games from the following website:

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



A Thousand Hands Drawing

Age:	9-10 years old
Time:	20 minutes
Location:	Indoors
Group Size:	10-20
Activity Level:	Calm
Materials:	2 markers, string, tape, paper
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 solidarity and 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 each team to do a group drawing, while working together with one marker.

How to Play

1. Prepare two markers (one for each team) as follows: using tape, stick 6 to 10 pieces of string about 50 cm long to the marker. When the pieces of string are stretched out, the marker will be at the centre of a "sun" made by the string.
2. Form 2 teams. Give one marker to each team and ask each child to hold onto the end of one of the pieces of string.
3. Give each team a large piece of paper.
4. Explain that the object of the game is to draw a picture or write a word as a group. The first team to draw the shape or write the word specified gets 1 point.
5. Begin by asking the teams to draw a simple shape like a circle. Gradually increase the level of difficulty, until you can ask the teams to spell a long word like "Cooperation".

Group Discussion

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

Feel



- Was it easy to write as a group?
- Do you enjoy working in teams? Why?

Think



- What strategies did you use to succeed in this game?
- What did you learn during this game?

Act



- Why is it sometimes hard to work together?
- What can we do to cooperate better in our group?



You can download other games from the following website:

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



Diversity Zigzag

Age:	11-12 years old
Time:	20 minutes
Location:	Indoors
Group Size:	6-15
Activity Level:	Active
Materials:	One chair for each child
Principal Value:	Acceptance
Other Values:	Inclusion, 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 sharing our values and to think about:

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

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:

- Listen carefully to what others are saying
- Accept others
- Respect differences

Object of the Game

For each child to remember one thing that is important to each member of the group.

How to Play

1. Form a circle with the chairs, making sure there is one chair for each child. Ask everyone to sit down.
2. Ask everyone to name something they consider important. Give some examples: music, judo, my family, respect, etc. Remind the group to listen carefully to what the others say.
3. Stand in the middle of the circle. Explain that:
 - when the person in the middle points to someone and says “**Zig**”, that person must name the thing the person on their **right** considers important.
 - when the person in the middle points to someone and says “**Zag**”, that person must name the thing the person on their **left** considers important.
 - when the person in the middle says “**Zigzag**”, everyone changes places.

4. Whenever someone makes a mistake, they replace the person in the middle. In addition, when the person in the middle says “Zigzag”, they can sit wherever they want and whoever then can’t find a chair goes to the middle.
5. Demonstrate, then begin the game.

Variation

A game to learn everyone’s name

If the group doesn’t know each other, ask everyone to say their name instead of something they consider important.

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 find it easy to name something you consider important? Why?

Think



- Did you learn anything new about some of your friends? What?
- Do you think our group is diverse? Why?
- What are some benefits to everyone being different?

Act



- What can we do to get to know each other better?
- What can we do so that everyone in our group feels accepted?



You can download other games from the following website:

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



Mystery Drawing

Age:	11-12 years old
Time:	20 minutes
Location:	Indoors
Group Size:	10-15
Activity Level:	Moderate
Materials:	Paper, pencils, stopwatch
Principal Value:	Cooperation
Other Values:	Inclusion, 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 teamwork and to think about:

- How to share work efficiently
- 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 include others.

Object of the Game

For each team to reproduce a drawing as accurately as possible.

How to Play

1. Prepare a mystery drawing by tracing several geometric shapes of varying sizes on a piece of paper. For example, draw 4 triangles, 3 squares and 2 circles. The shapes can touch or be inside of each other.
2. Divide the group into 2 teams. Ask the teams to go to opposite ends of the room. Give a pencil and a piece of paper to each team.
3. Stand in the middle of the room while hiding your drawing. Explain that the object of the game is to reproduce the mystery drawing as accurately and as quickly as possible.
4. Each team will be allowed one observer who needs to run to you, take a quick glance at the drawing (about 5 seconds), then run back to their group. The observer will have about 20 seconds to describe the drawing to their teammates who try to reproduce it. The

observers are not allowed to draw and have to keep their hands behind their backs.

5. After 20 seconds, the teams will then choose another observer who will also take a look at the drawing, but will no longer be allowed to draw.
6. Continue until one team has completed the drawing.
7. At the end of the game, compare the mystery drawing with those done by the 2 teams and decide which one is closest. This closest one wins 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?
- What was the hardest part of the game? What was the easiest?

Think



- How did you decide who would be the first observer?
- Did only one person or several people draw? Why?
- Do you think some people had too much or not enough responsibility?

Act



- What can we do to work more efficiently as a team?
- What can we do to ensure that, in our group, everyone's talents are appreciated and used to their full potential?

You can download other games from the following website:

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





Grasshoppers' Bridge

Age:	11-12 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Moderate to active
Materials:	Old newspapers
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 feelings of inclusion and teamwork and to think about:

- How we can cooperate to include others
- The importance of cooperation in achieving 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 each team to build a bridge to go across an imaginary ocean.

How to Play

1. Divide the group into 2 teams. Ask the teams to go to opposite ends of the room.
2. Give a piece of newspaper to each person.
3. Explain that the room is an ocean and that each person is a grasshopper that can't swim. The teams need to use their pieces of newspaper so that all the grasshoppers can get across the ocean without getting wet.
4. The grasshoppers can jump from one paper to another and more than one grasshopper can be on a piece of paper at a time. However, no one can be on a piece of paper if someone wants to move it. If one grasshopper touches the water, the whole team has to go back to the beginning and start again.
5. Specify that this is a race between the 2 teams. Begin the race and give 1 point to the first team whose grasshoppers all cross the ocean without touching the water.

6. Play the game a few times, taking away one or two pieces of paper each time. As the grasshoppers have fewer and fewer pieces of paper to use, they will have to stick closer together on the same piece ... or jump further!

Variation

Two teams working together

Ask the teams to go to opposite ends of the room and to work together to cross the room as quickly as possible. Time the teams, then get them to repeat the game, trying to beat their previous time.

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?
- Are you happy with how the game went? Why?

Think



- What strategies did you use to succeed in crossing the room without getting wet?
- Did some people try to organize or lead the group by giving instructions or did everyone do whatever they wanted? Were you okay with this? Why?
- This game is a competition between two teams. Do you think it is possible to compete in a respectful manner? How?

Act



- What can we do to encourage everyone's active participation?
- What can we do to work more effectively as a team?



You can download other games from the following website:

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



Autograph Bingo

Age:	11-12 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	15-30
Activity Level:	Moderate
Materials:	One bingo card for each child (attached), 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 approaching others and to think about:

- How we are different, but equal
- How diversity enriches the group

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 differences

Object of the Game

For each child to find someone who fits the descriptions listed on the bingo cards.

How to Play

1. Copy the attached “*Find someone who ...*” chart. Make one copy for each child.
2. Specify that the goal of this game is to get to know one another. Give out the charts and pencils.
3. Explain that the game involves walking around the room and asking questions to the other children, to try to find people who fit the descriptions on the chart.
4. When someone finds a person who fits that description, he or she writes his or her name in the appropriate box. Note that the children need to fill in a different name for each box.
5. The object of the game is to fill in 2 lines (vertical, horizontal or diagonal) as quickly as possible and to shout out “Bingo!”.

Variations

Two by two

Have the children work in groups of 2 to fill in their chart.

Personalized bingo card

Create your own bingo card using the blank chart provided on the back of the attached bingo chart.

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 the most about this game?

Think



- Did you discover any hidden talents in other people? What are they?
- Did someone surprise you? In what way?
- Do you see the group differently? Why?

Act



- What can we do to get to know everyone in our group better?
- What can we do so that, in our group, everyone's talents are used to their full potential?



You can download other games from the following website:

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



Find someone who ...

Has a pet	Speaks 2 or more languages	Has gotten dressed up as a clown	Plays a musical instrument	Was born in Canada
Has lived in another country	Likes to read	Plays a team sport	Has a collection	Has at least 2 sisters
Has been on TV	Has sung in a choir	Can count from 1 to 10 in Spanish	Knows at least 3 jokes	Likes sushi
Has a food allergy	Is good at drawing	Has danced in a show	Likes science	Can walk on their hands
Knows how to play chess	Does volunteer work	Likes the colour yellow	Has their birthday in July	Is left-handed

Find someone who ...

