Preventing Racism and Discrimination:
Preparing Canadian Children to
Engage in a Multicultural Society

Follow-up National Training Session

Montreal, Québec
31 March – 2 April 2008

Workshop Manual
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Introduction

Background
This training is part of the program ‘Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society’, which aims to develop sustainable strategies to promote inclusion, non-discrimination, multiculturalism, human rights, and peaceful conflict resolution in existing education programs for children and youth. This goal will be achieved by integrating non-formal multicultural training and human rights education into selected community-based endeavours focusing on children and youth, particularly summer camps.

Goal of the Follow-up National Training Session
The goal of this Follow-up National Training Session is to strengthen the capacity of the participants’ organizations to implement non-formal multiculturalism and human rights education programs aimed at children using the Play it Right! Toolkit.

Objectives
The objectives of this Follow-up National Session are:

- To raise awareness of participants about the opportunities and importance of promoting multiculturalism, inclusion, non-discrimination, human rights and peaceful conflict resolution in their current programs for children;
- To strengthen the participants capacity to develop and deliver non-formal multiculturalism and human rights education programs;
- To strengthen the participants capacity to apply their learning within their organization and their community;
- To share lessons learned and best practices, and networking to explore opportunities for collaboration at the national level.

Methodology
The Session is developed using a participatory methodology, and as such it will rely strongly on the experiences of the participants. These experiences are not merely shared, but they will be analyzed so that participants can develop a greater understanding of how they approach their work as trainers. While there are specific activities that focus on developing their skills as trainers, many training skills will be practiced, demonstrated and discussed throughout all Session activities. The methodology also focuses on enabling participants to develop concrete strategies for integrating the Toolkit into their work.
Participants
The participants are members of organizations or institutions that are engaged in the implementation of the *Play It Right! Toolkit* across the country. They are actively involved in non-formal programming with children (in particular summer camps) and will be involved in the training of leaders who work with children. Participants will retransmit the knowledge and skills acquired during this training to other colleagues involved in the implementation of *Play It Right!*

About the Manual
This manual outlines the format of the Session with objectives, descriptions of activities, and suggested time frames for each activity. There are Worksheets and Reference Sheets for many of the activities.

About the Organizers
This workshop is organized by Equitas – International Centre for Human Rights Education with the support of the J.W. McConnell Family Foundation, the TD Bank Financial Group and Heritage Canada.

Equitas – International Centre for Human Rights Education was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

Since then, Equitas has become a global leader in human rights education. Equitas’ capacity-building programs in Canada and abroad have assisted civil society organizations and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfillment.

Equitas’ human rights education programs focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; human rights education with children and youth in non-formal settings; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas’ current plans call for the expansion of its programming in Canada, the Middle East and the Americas while continuing to work in Asia, CEE/CIS and Africa.
Acknowledgements
The following team developed this training manual:

- Vincenza Nazzari, Director of Education
- Frédéric Hareau, Senior Program Officer
- Annie Pettigrew, Education Specialist
- Paul McAdams, Senior Education Specialist
- Laura Butler, Program Assistant

This program and manual have been realized with the financial support of the J.W. McConnell Family Foundation, the TD Bank Financial Group and Canadian Heritage.
Workshop Schedule

Note: There are specific times in the schedule allocated to energizers and practicing games from the Toolkit, but there will be other opportunities throughout the Session to practice games from the Toolkit.

Schedule Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:30</td>
<td>Activity 1</td>
<td>Registration and Welcome</td>
</tr>
<tr>
<td>9:30 – 10:30</td>
<td>Activity 2</td>
<td>Overview of the Session</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>10:45 – 12:30</td>
<td>Activity 3</td>
<td>That Was So Totally Cool! – Sharing Our Experiences</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30 – 1:45</td>
<td>Energizer/ Game Time!</td>
<td></td>
</tr>
<tr>
<td>1:45 – 3:45</td>
<td>Activity 4</td>
<td>Focus on the Children: Their Rights and Participation</td>
</tr>
<tr>
<td>3:45 – 4:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>4:00 – 5:30</td>
<td>Activity 5</td>
<td>Play It Wrong! Overcoming Challenges and Mistakes</td>
</tr>
<tr>
<td>5:30 – 5:45</td>
<td>Evaluation</td>
<td>End of Day Evaluation</td>
</tr>
</tbody>
</table>
### Schedule Day 2

**Tuesday 1 April 2008**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Recap and Day 2 Overview</td>
<td></td>
</tr>
<tr>
<td>9:00 – 10:30</td>
<td>Activity 6</td>
<td>New and Improved! Looking at What’s New in the Toolkit</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>10:45 – 11:45</td>
<td>Activity 7</td>
<td>From the Field: Implementing a Child Rights-Based Approach</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Activity 8</td>
<td>Focus on the Trainer: How to Improve Our Skills</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30 – 1:45</td>
<td>Energizer/ Game Time!</td>
<td></td>
</tr>
<tr>
<td>1:45 – 3:45</td>
<td>Activity 8</td>
<td>Continued</td>
</tr>
<tr>
<td>3:45 – 4:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>4:00 – 4:30</td>
<td>Activity 8</td>
<td>Continued</td>
</tr>
<tr>
<td>4:30 – 4:45</td>
<td>Evaluation</td>
<td>End of Day Evaluation</td>
</tr>
</tbody>
</table>

### Schedule Day 3

**Wednesday 2 April 2008**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Recap and Day 3 Overview</td>
<td></td>
</tr>
<tr>
<td>9:00 – 10:30</td>
<td>Activity 9</td>
<td>Planning for the Year</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td>Energizer/ Game Time!</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>Activity 9</td>
<td>Continued</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30 – 1:45</td>
<td>Energizer/ Game Time!</td>
<td></td>
</tr>
<tr>
<td>1:45 – 2:15</td>
<td>Activity 10</td>
<td>We Can (Net)Work It Out</td>
</tr>
<tr>
<td>2:15 – 3:00</td>
<td>Activity 11</td>
<td>Next Steps, Evaluation and Conclusion</td>
</tr>
</tbody>
</table>
Day 1
Sharing Experiences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1 Registration and Welcome by Equitas</td>
<td>30 min</td>
</tr>
<tr>
<td>Activity 2 Overview of the Session</td>
<td>1 hour</td>
</tr>
<tr>
<td>Activity 3 That Was So Totally Cool! – Sharing Our Successes</td>
<td>1 hour 45 min</td>
</tr>
<tr>
<td>Activity 4 Focus on the Children: Their Rights and Their Participation</td>
<td>2 hours</td>
</tr>
<tr>
<td>Activity 5 Play It Wrong! Overcoming Challenges and Mistakes</td>
<td>1 hour 30 min</td>
</tr>
</tbody>
</table>
### Activity 1: Registration and Welcome

**Objective**

To welcome participants to the Session.

**Time**

9:00 – 9:30

**Description**

Registration and a short welcome by Equitas staff to all participants.

End of Activity
Activity 2: Overview of the Session

Objectives

- To identify participants’ expectations for the Session and relate them to the Session objectives.
- To provide an overview of the Session.
- To identify and analyze the current needs and challenges of participants in relation to their work on the Toolkit.

Time:

9:30 – 10:30

Description

10 min  Part A  Icebreaker
The facilitator leads participants through a “getting to know you” icebreaker activity.

10 min  Part B  Expectations and Objectives
1. The facilitator asks participants to write their expectations for this Session on metacards (one expectation per metacard).
2. Each participant describes to the group their expectations and posts them on the wall. Each participant is encouraged to group their expectations with similar ones from other participants.
3. The facilitator compares participants’ expectations with the Session objectives.

10 min  Part C  Workshop Overview
The facilitator provides an overview of the workshop. As was the case with the first Session, the methodology used is participatory. The Session consists of 11 activities, briefly described in the table on the next page. The facilitator also highlights how the activities will contribute to the attainment of the Session objectives.

Continued
### Activity continued

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>What these activities are about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Activity 1: Registration and Welcome by Equitas</td>
<td>Registration and words of welcome by the Equitas team.</td>
</tr>
<tr>
<td></td>
<td>Activity 2: Overview of the Session</td>
<td>This is an overview of the Session's activities.</td>
</tr>
<tr>
<td></td>
<td>Activity 3: That Was So Totally Cool! – Sharing Our Successes</td>
<td>This is an activity where participants share some of their successes in implementing the Toolkit over the past year.</td>
</tr>
<tr>
<td></td>
<td>Activity 4: Focus on the Children: Their Rights and Their Participation</td>
<td>This is a presentation by our resource person, Saadya Hamdani, Advocacy Specialist, UNICEF Canada, on children’s rights.</td>
</tr>
<tr>
<td></td>
<td>Activity 5: Play It Wrong! – Overcoming Challenges and Mistakes</td>
<td>This is an activity where participants reflect on the challenges they faced while implementing the Toolkit.</td>
</tr>
<tr>
<td>Day 2</td>
<td>Activity 6: New and Improved! Looking at What’s New in the Toolkit</td>
<td>This is a presentation by Equitas staff on the new tools developed for using the Toolkit.</td>
</tr>
<tr>
<td></td>
<td>Activity 7: From the Field: Implementing a Child Rights-Based Approach</td>
<td>This is a presentation by Gail Dalgleish, Equitas Program Officer who implemented a child rights-based approach at the Pointe St-Charles YMCA in Montreal.</td>
</tr>
<tr>
<td></td>
<td>Activity 8: Focus on the Trainer: How to Improve Our Skills</td>
<td>This is an activity where participants will practice their skills at training others concerning the Toolkit.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Activity 9: Planning for the Year</td>
<td>This is an activity to plan for the implementation of the Toolkit within participants’ work.</td>
</tr>
<tr>
<td></td>
<td>Activity 10: We Can (Net)Work It Out</td>
<td>This is a networking activity to promote the sharing of experiences, resources, and lessons learned between group members.</td>
</tr>
<tr>
<td></td>
<td>Activity 11: Next Steps, Evaluation and Conclusion</td>
<td>This is an activity where we will discuss some of the next steps in the program.</td>
</tr>
</tbody>
</table>
Activity continued

The facilitator also describes some of the opportunities used throughout the Session to develop participants’ skills as trainers, such as:

- **Burning questions**: Giving participants the chance to pose questions related to training on a “burning questions” flipchart where participants can pose specific questions related to training they would like answered.

- **Training dilemmas**: Answering participants’ dilemmas mentioned in their application forms for the Session.

- **Recording techniques**: Recapping and writing on flipchart key training techniques used throughout the Session.

- **Practice training skills**: The ability for participants to practice their training skills with each other, and to receive feedback on how to improve their skills as trainers.

20 min **Part D  Analysis: Where Are We Now?**

As a starting point for this Session, participants identify where they are in terms of progress in the awareness raising and training regarding the Toolkit. Each participant takes 10 minutes to complete the “Where Are We Now?” grids in **Worksheets 1 to 3**.

Following this, the facilitator invites participants to take 5 minutes to complete the “Personal Needs and Challenges for 2008” questions listed in **Worksheet 4**.

Once participants have completed the Worksheets, the facilitator leads a discussion on participants’ assessments.

10 min **Part E  Program Update**

The Equitas team presents a brief update on the program, including a new model for change and how it applies to raising awareness concerning the Toolkit (the model is adapted from the “ADKAR” change management model, [http://www.change-management.com/tutorial-adkar-overview.htm](http://www.change-management.com/tutorial-adkar-overview.htm)).

End of Activity

**Break**

**Time:** 10:30 – 10:45
Read each statement and rate its applicability to your context using the scale from 0 (Not at all) to 10 (Completely). Circle the appropriate number for each statement.

The term “managing/coordinating staff” in the table below means anyone responsible for the management and coordination of the camp, and this includes: 1. managers, 2. permanent staff managing the camp coordinators, and 3. camp coordinators.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>Managing/coordinating staff know about the project.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Managing/coordinating staff have a copy of the Toolkit.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Managing/coordinating staff understand why it is important to promote cooperation, inclusion and respect for diversity in their activities.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Managing/coordinating staff realize the benefits of using the Toolkit for camp leaders and children in their camps.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Managing/coordinating staff have the desire and willingness to implement the project.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
Worksheet 2: Training of the Toolkit

Read each statement and rate its applicability to your context using the scale from 0 (Not at all) to 10 (Completely). Circle the appropriate number for each statement.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp coordinators received training on the Toolkit.</td>
<td>0  1  2  3  4  5  6  7  8  9  10</td>
</tr>
<tr>
<td>Camp coordinators have the skills and knowledge to implement the project and to support the camp leaders in the implementation of the Toolkit.</td>
<td>0  1  2  3  4  5  6  7  8  9  10</td>
</tr>
<tr>
<td>Camp leaders received training on the Toolkit.</td>
<td>0  1  2  3  4  5  6  7  8  9  10</td>
</tr>
<tr>
<td>Camp leaders have the skills and knowledge to use the Toolkit and lead the debriefs after each game.</td>
<td>0  1  2  3  4  5  6  7  8  9  10</td>
</tr>
</tbody>
</table>
### Worksheet 3: Implementation of the Toolkit

Read each statement and rate its applicability to your context using the scale from 0 (Not at all) to 10 (Completely). Circle the appropriate number for each statement.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp leaders use the Toolkit on a weekly basis.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Camp leaders use the Toolkit as a form of intervention and prevention.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Camp leaders debrief each game with the children.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Camp leaders promote human rights values within the framework of all their activities (not only when using the Toolkit)</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Managing / coordinating staff undertake regular follow-up to see how the Toolkit is being used.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Managing / coordinating staff provide support for camp leaders in the use of the Toolkit.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
**Worksheet 4: Personal Needs and Challenges for 2008**

In the application form for this Session, participants were asked to write any unanswered questions they have regarding the Toolkit. The questions are listed in the table below and will be addressed throughout the Session:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local training</strong></td>
<td>What worked well in other sites training, and how did shorter training</td>
<td>What worked well in other sites training, and how did shorter training sessions work?</td>
</tr>
<tr>
<td></td>
<td>Will we be provided with additional training on the debriefing part of</td>
<td>Will we be provided with additional training on the debriefing part of the process?</td>
</tr>
<tr>
<td></td>
<td>the process?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How many trainers will there be in my area?</td>
<td>How many trainers will there be in my area?</td>
</tr>
<tr>
<td></td>
<td>What are the lessons learned from different games tried?</td>
<td>What are the lessons learned from different games tried?</td>
</tr>
<tr>
<td></td>
<td>Will there be more games?</td>
<td>Will there be more games?</td>
</tr>
<tr>
<td><strong>Follow-up and support</strong></td>
<td><strong>From us to camp staff:</strong></td>
<td><strong>From Equitas to us:</strong></td>
</tr>
<tr>
<td></td>
<td>Will I have time to observe the staff leading the games as often as I</td>
<td>Do we have financial support from Equitas to print the Toolkit?</td>
</tr>
<tr>
<td></td>
<td>should?</td>
<td>Will Equitas be providing a support to assist in monitoring</td>
</tr>
<tr>
<td></td>
<td>How do we ensure follow up when the camp staff change from year to year?</td>
<td>and evaluating the pilot sites in each city?</td>
</tr>
<tr>
<td></td>
<td><em>From Equitas to us:</em></td>
<td>Will there be a 2008 Equitas intern?</td>
</tr>
<tr>
<td></td>
<td>Do we have financial support from Equitas to print the Toolkit?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will Equitas be providing a support to assist in monitoring and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evaluating the pilot sites in each city?</td>
<td></td>
</tr>
<tr>
<td><strong>Raising awareness/ Sharing</strong></td>
<td><strong>How can we impress upon new trainers the value of the Toolkit?</strong></td>
<td></td>
</tr>
<tr>
<td>with other stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equitas / upcoming plans</strong></td>
<td><strong>What is Equitas’ long range plan for the program?</strong></td>
<td><strong>What is Equitas’ long range plan for the program?</strong></td>
</tr>
<tr>
<td></td>
<td>Do we have to have a special permission from EQUITAS to promote the</td>
<td>Do we have to have a special permission from EQUITAS to</td>
</tr>
<tr>
<td></td>
<td>Toolkit?</td>
<td>promote the Toolkit?</td>
</tr>
<tr>
<td></td>
<td>What are some expectations Equitas has for 2008?</td>
<td>What are some expectations Equitas has for 2008?</td>
</tr>
<tr>
<td></td>
<td>Is Equitas planning on year round programs or still just in summer</td>
<td>Is Equitas planning on year round programs or still just in</td>
</tr>
<tr>
<td></td>
<td>camps?</td>
<td>summer camps?</td>
</tr>
<tr>
<td></td>
<td>What are the changes being made to the program?</td>
<td>What are the changes being made to the program?</td>
</tr>
<tr>
<td></td>
<td>What documentation will be required by us for follow up?</td>
<td>What documentation will be required by us for follow up?</td>
</tr>
<tr>
<td></td>
<td>Will we get a handbook format of the Toolkit?</td>
<td>Will we get a handbook format of the Toolkit?</td>
</tr>
</tbody>
</table>

*Continued*
As a (put your job title)_____________, I need the following things in order to make better use of the Toolkit:

These are the challenges I face in my work related to the Toolkit:
Activity 3: That Was So Totally Cool! – Sharing Our Successes

Objective

To share participants’ positive experiences in implementing the Toolkit.

Time

10:45 – 12:30

Description

45 min Part A Our Successes – Small Group Work

The facilitator divides participants into groups according to cities (Montreal, Vancouver, etc.). Each group reflects on the question:

*What were our successes with the Toolkit over the past year which we would like to share with others?*

In particular, participants focus on the following areas:

1. Local training of staff using the Toolkit (with reference to the objectives of the local sessions)
2. Follow-up and support
3. Raising awareness / sharing with other stakeholders (e.g. management, colleagues, partners, etc.)

For each success, participants use the results chain model illustrated in Worksheet 5 and prepare a 5 minute presentation for the large group in Part B.

30 min Part B Presentations

Each group presents the results of its findings.
Activity 3 continued

30 min  Part C  Large Group Discussion
The facilitator leads a discussion on the presentations. Questions to consider:

- What are some common success strategies?
- How do the successes take into consideration the participation of those involved?
- How do the successes relate to children’s rights?
- How do the benefits for the children (the last column, “And for the children this meant”) relate to the values promoted in the Toolkit?
- How can these successes help us plan for the upcoming year?

End of Activity

Lunch Time:  12:30 – 1:30
Worksheet 5: Making the Link: Sharing Successes

Identify your successes with respect to each focus area using the results chain illustrated below. Identify as many successes as you can for each focus area and prepare to share with the large group. **When describing your successes, try to be as specific and as concrete as you can!**

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>What went well:</th>
<th>It worked well because we did it this way:</th>
<th>The result was:</th>
<th>And for the children, this meant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Training</td>
<td>Example: Practicing debriefs with the staff, not simply telling them about their importance</td>
<td>We asked the leaders to: 1. identify a problem they face 2. identify a game they would choose to address it 3. prepare and deliver the game and the discussion</td>
<td>Counselors had the confidence to facilitate discussions and did it regularly</td>
<td>Discussions became a habit for children, and they were open to discuss</td>
</tr>
<tr>
<td>Focus Area</td>
<td>What went well:</td>
<td>It worked well because we did it this way:</td>
<td>The result was:</td>
<td>And for the children, this meant:</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------</td>
<td>-----------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Follow-up and support to camp staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Area</td>
<td>What went well:</td>
<td>It worked well because we did it this way:</td>
<td>The result was:</td>
<td>And for the children, this meant:</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Raising awareness / sharing with other stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 4: Focus on the Children: Their Rights and Their Participation

Objectives

- To relate principles in the Convention of the Rights of the Child (CRC) with participants’ work.
- To examine the applicability of the CRC in Canada.
- To analyze participants’ work using a children’s rights-based approach.

Time

1:45 – 3:45

Description

This activity is an interactive presentation by Saadya Hamdani, Advocacy Specialist, UNICEF Canada.

The sequence of the presentation is as follows:

45 min  Part A  CRC Principles
Presentation on the best interest of the child, participation, non-discrimination, and survival and development. Participants examine the principles through a “clustering exercise” of the rights in the CRC.

15 min  Part B  Applicability of the CRC in Canada
Presentation on the fulfillment of children’s rights in Canada, gaps in implementation, and the way forward.

20 min  Part C  Child Rights-Based Approach
This is a presentation on the key aspects of the approach and tools to analyze children’s rights with this approach.

Continued
Activity 4 continued

40 min Part D Analyzing with the Child Rights-Based Approach
Participants complete an exercise on their organizational assessment of promoting the CRC principles (group exercise and presentations). Following this, the resource person provides feedback on the results and links these results with the clustering exercise completed earlier.

Notes

________________________________________

________________________________________

________________________________________

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End of Activity

Break
Time: 3:45 – 4:00
Activity 5: Play It Wrong! – Overcoming Challenges and Mistakes

Objective
To identify the challenges and solutions to address them in implementing the Toolkit.

Time
4:00 – 5:30

Description
This activity enables participants to critically reflect on the challenges faced implementing the Toolkit in the past year, what was done to overcome them, and what additional solutions we can come up with to address those challenges.

30 min Part A Addressing the Challenges
The facilitator divides participants into three small groups. Each group addresses two of the following challenges below, which are framed as questions.

Group 1:
1. How can the Toolkit be understood and used as an approach to promoting human rights values? (Using the Toolkit as a preventative or intervention measure rather than an add-on to day camp activities.)
2. How can we effectively teach about debriefing?

Group 2:
3. How can we provide support and guidance to staff working with children and to other camps?
4. How can we learn more about monitoring and evaluating the change (or impact) that results from using the Toolkit?

Group 3:
5. How can we learn more about children’s rights and related values and how can we teach others about children’s rights and related values?
6. How can we learn more about human rights education and how can we teach others about it?

Continued
Activity 5 continued

Each group answers their questions using the following framework:

- Based on the experience of the group, what solutions were adopted to overcome these challenges? Were these solutions successful?
- What additional solutions can the group think of to address these challenges?

Use Worksheet 6 to record your answers. Prepare to present the results of your discussion to the large group in Part B.

30 min Part B Presentations
Each group presents the results of its findings.

30 min Part C Large Group Discussion
The facilitator leads a discussion on the presentations and the Equitas team provides feedback on the solutions.

Additional discussion questions:

- How do these challenges relate to your personal challenges identified in Worksheet 4?
- Are there any mistakes (and solutions to rectify the mistakes) in implementing the Toolkit that others would benefit from learning about?

End of Activity
Worksheet 6: Addressing Challenges

Use the space below to provide solutions for addressing the challenges assigned to your group.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How to address the challenge (what we did do and/or what we could do)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Day 1 Evaluation

Time

5:30 – 5:45

Description

The facilitator leads participants through an evaluation technique similar to the Toolkit discussion approach (the approach to the debriefing after a game).

In order to evaluate the day’s activities, participants reflect on what they learned from three perspectives: heart (what they felt), head (knowledge), and hand (what actions they can do).

Feel  Reflect  Propose actions

End of Day 1
# Day 2
## Improving Our Training Skills

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 6: New and Improved! Looking at What’s New in the Toolkit</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td>Activity 7: From the Field: Implementing a Child Rights-Based Approach</td>
<td>1 hour</td>
</tr>
<tr>
<td>Activity 8: Focus on the Trainer: How to Improve Our Skills</td>
<td>3 hours 15 min</td>
</tr>
</tbody>
</table>
Recap

Time

8:30 – 9:00

Description

The facilitator leads a large group discussion on the salient points from the Session’s first day and presents an overview of the second day.
Activity 6  New and Improved! Looking at What’s New in the Toolkit

Objectives

- To learn about the new content in the Toolkit and to reflect on its inclusion in participants’ work.
- To identify effective ways in which to use the Equitas Community.

Time

9:00 – 10:30

Description

15 min  Part A  Game Time!
A team of participants leads the group through a game from the Toolkit.

40 min  Part B  Presentation on What’s New in the Toolkit
Presentation by the Equitas team of the changes made to the Toolkit over the past year. The presentation includes time for questions from participants.

20 min  Part C  Buzzing about the Equitas Community
The Equitas team provides an update on the Equitas Community and encourages participants through buzz groups to identify ways in which they can use the Community.

15 min  Part D  End Game
A team of participants leads the group through another game to end the activity.

End of Activity

Break Time:  10:30 – 10:45
Activity 7  From the Field: Implementing a Child Rights-Based Approach

Objective

To examine how to implement a child rights-based approach to promote the Toolkit values.

Time

10:45 – 11:45

Description

20 min  Part A  Presentation
Presentation by Gail Dalgleish on her experience implementing child rights based approach at the YMCA in Pointe St-Charles (Montreal).

10 min  Part B  Adapting the Example
Participants are divided into small groups and reflect on the following question:

Based on what we have learned from Gail’s example on implementing the child rights-based approach, how can we adapt the elements of the approach to our own work?

30 min  Part C  Group Discussion
Participants share the results of their discussions and Gail provides feedback.

End of Activity
Activity 8  Focus on the Trainer: How to Improve Our Skills

Objective

To practice skills as a trainer.

Time

11:45 – 12:30 and 1:45 – 4:30

Description

45 min  Part A  Strengthening Our Training Skills
In the application form for this Session, participants were asked to identify “characteristics to strengthen as a trainer.” The list is reproduced on the next page. The Equitas team takes the time to review this list with participants and provides examples from their own experiences on how to strengthen these characteristics.

These characteristics also highlight a need to strengthen participants’ ability to use and adapt a participatory approach to different target audiences, timeframes and contexts. The Equitas team goes through some examples of how its training programs are designed with the participatory approach in mind.

Continued
### Our Characteristics to Strengthen As Trainers

<table>
<thead>
<tr>
<th>Content/ Knowledge/ Analysis</th>
<th>Knowledgeable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Being prepared</td>
</tr>
<tr>
<td></td>
<td>Speaking clearly and understandably</td>
</tr>
<tr>
<td></td>
<td>Better understanding of the games</td>
</tr>
<tr>
<td></td>
<td>Continue to become aware of how to incorporate human rights values in other program initiatives</td>
</tr>
<tr>
<td></td>
<td>Better understanding of the results of using some of the games</td>
</tr>
<tr>
<td></td>
<td>The ability to think more quickly on my feet</td>
</tr>
<tr>
<td></td>
<td>Being a resource in times of conflict</td>
</tr>
<tr>
<td></td>
<td>Better demonstrate a debrief to convey the need for a relaxed, non-threatening, less formal discussion, not a lecture.</td>
</tr>
<tr>
<td></td>
<td>Logistical detailing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th>Different methods of style and delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learn new facilitation styles to add to the ones I currently maintain</td>
</tr>
<tr>
<td></td>
<td>Different methods to present the same material</td>
</tr>
<tr>
<td></td>
<td>Using less visual prompts for self</td>
</tr>
<tr>
<td></td>
<td>Ability to give direction on multi-levels</td>
</tr>
<tr>
<td></td>
<td>Sessions continuing to be interactive</td>
</tr>
<tr>
<td></td>
<td>Engaging those who are reluctant to try</td>
</tr>
<tr>
<td></td>
<td>Steps in preparing for a workshop</td>
</tr>
<tr>
<td></td>
<td>To better the language that I use (stop using ‘guys’ when referring to a group)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal traits</th>
<th>Humour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good listener</td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
</tr>
<tr>
<td></td>
<td>Having that cheery enthusiasm all of the time during a training.</td>
</tr>
<tr>
<td></td>
<td>Patience when unnecessary chatter is going on.</td>
</tr>
<tr>
<td></td>
<td>Playing the games and not worrying about if I look funny!</td>
</tr>
</tbody>
</table>

#### Lunch Time:

12:30 – 1:30

### Part B Developing a Training Activity

In this activity, participants put into practice their skills at training others on the specific issues listed below:

1. **Case Study 1**: Training staff on the approach behind the Toolkit.
2. **Case Study 2**: Training staff who do not know the Toolkit on how to conduct defriefings (the discussions after each game).
3. **Case Study 3**: Training staff on the use of the Toolkit as a means of prevention and intervention.

*Continued*
Activity 8 continued

4. **Case Study 4**: Training Managing / coordinating staff on the integration of the Toolkit into their programming.

5. **Case Study 5**: Training managing / coordinating staff on how to follow-up and support the implementation of the Toolkit.

The facilitator divides participants into five groups and assigns each group a case study. Each group reads their case study described in Worksheet 7 and develops a short training activity which they will demonstrate with the large group in **Part C**.

**1 hr**

**Part C  Demonstrating a Training Activity**

Each group presents their case study and demonstrates their training activity to the large group.

After each presentation, the group (participants and the Equitas team) provide constructive feedback, specifically identifying:

- The strengths of the activity
- Areas of improvement
- Suggestions for improvement

**Break Time:** 3:45 – 4:00

**30 min  Part C  Continued**

Continuation of the demonstrations.

End of Activity
Worksheet 7: Strengthening Our Training Skills

Read the case study assigned to your group and follow the steps to develop a training activity to address the issue highlighted in the case study.

Case Study 1

The “Brand New” Camp
Training staff who are not familiar with the Toolkit in facilitating group discussions.

The coordinator of the Brand New camp asks you to train the camp staff in how to use the Toolkit. The leaders are not familiar with the Play it Right project.

The coordinator points out that several leaders already have experience, but the idea of promoting values through games, and especially of facilitating group discussions, is relatively new to them.

Instructions

- Complete the table at the end of this Worksheet (page 41) in order to identify the needs of this group in terms of training.
- Plan a training activity of 10-15 minutes that responds to the particular needs of this group (this activity could be included within the framework of a longer training session on the Toolkit).
- For help, you can consult (amongst others) reference sheets 6, 7, 14 and 15.
Worksheet 7 continued

Case Study 2

The “Moving Ahead” camp
Training staff who want to build their capacity to lead group discussions
(follow-up training).

In mid-July, the coordinator of the Moving Ahead camp asks you to facilitate a follow-up workshop on how to use the Toolkit. He explains that, following the training you provided in early summer, the leaders have been using the Toolkit several times a week.

The camp manager says he is happy about the program as he observed positive changes as a result of using the Toolkit, including a reduction in exclusion and fighting. He noticed, however, that some less experienced leaders still had some difficulties facilitating group discussions. Some said that even if the games work well, sometimes the children don't listen to each other during discussions. Other said they have had difficulties with multi-age groups or with children who are not fluent in English (or French).

Instructions

- Complete the table at the end of this Worksheet (page 41) in order to identify the needs of this group in terms of training.
- Plan a training activity of 10-15 minutes that responds to the particular needs of this group (this activity could be included within the framework of a longer training session on the Toolkit).
- For help, you can consult (amongst others) reference sheets 15, 16 and 17.
Case Study 3

The “Successful Approach” camp

Training staff on how to use the Toolkit as part of an intervention approach.

The coordinator of the Successful Approach camp asks you to provide training on the Toolkit. She says that her staff is already familiar with the Toolkit, as they used it last year.

She tells you that she is happy about last year’s results. The leaders used the Toolkit 2 to 3 times a week, which prevented a lot of problems. She tells you however that the Toolkit was rarely used for intervention purposes and that she would like your training to strengthen this aspect. “I think we could enhance our interventions if we used the Toolkit approach more. Telling-off the children or excluding them from the group is not always the best solution. I would like the leaders to also get the children to reflect on their behaviours, as part of an activity or group discussion, for example.”

Instructions

- Complete the table at the end of this Worksheet (page 41) in order to identify the needs of this group in terms of training.
- Plan a training activity of 10-15 minutes that responds to the particular needs of this group (this activity could be included within the framework of a longer training session on the Toolkit).
- For help, you can consult (amongst others) reference sheet 6 and the game index by issue.
Worksheet 7 continued

Case Study 4

The “Off to a Good Start” camp

Training staff in planning the use of the Toolkit.

The coordinator of the Off to a good start camp asks you to provide training on the Toolkit for the camp staff. He tells you that his team is already familiar with the Toolkit, as they used it in last year’s camp.

The coordinator tells you that he is happy about last year's results, as the Toolkit helped to reduce the number of fights in the camp. He noticed however that the use of the Toolkit varied a lot from one leader to another and from one week to another. “After last year’s training, everybody was really excited! But with the outings to the pool and to the botanical garden, some leaders kind of "forgot" about the Toolkit. I would like us to be better organized this year and for everyone to use it. I think it is mostly a matter of planning, but I don't know how to reinforce this...”

Instructions

- Complete the table at the end of this Worksheet (page 41) in order to identify the needs of this group in terms of training.
- Plan a training activity of 10-15 minutes that responds to the particular needs of this group (this activity could be included within the framework of a longer training session on the Toolkit).
- For help, you can consult (amongst others) reference sheets 18, 19 and 20
Case Study 5

Camp “Step by Step”
Train camp coordinators to provide support in using the Toolkit.

The director of *Step by Step*, a large community organization, asks you to organize a training session for their 15 camp coordinators. She mentions to you that most of the participants were involved in the implementation of the pilot project last year.

The director explains to you that the camp coordinators had expressed a particular need related to their experience last year: “The coordinators liked the approach of the Toolkit and they saw good results last year. However, they didn’t always know how to support their leaders’ use of the Toolkit. They realized last year that if the training at the beginning of the summer was a good start, it wasn’t always enough. The coordinators also needed to provide support to their leaders throughout the summer! The coordinators would like to provide better support to their leaders this summer, but they don’t know how to…”

**Instructions**

- Complete the table at the end of this *Worksheet* (page 41) in order to identify the needs of this group in terms of training.

- Plan a **training activity of 10-15 minutes** that responds to the particular needs of this group (this activity could be included within the framework of a longer training session on the Toolkit.)

- For help, you can consult (amongst others) reference sheets 18, 19 and 20
**Worksheet 7 continued**

Analyze the training needs using the table below.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>The target audience should acquire or reinforce the following:</th>
<th>Ideas or techniques to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>(for example, knowing what tools are available, understanding the significance of human rights values, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Skills                                                                 |                                                                  |                             |
| (for example, the ability to use the Toolkit index, to facilitate a debrief, to resolve conflicts, etc.) |                                                                  |                             |

| Attitudes or behaviours                                                                 |                                                                  |                             |
| (for example, team spirit or cooperation, leading by example, receptive to new ways of thinking and working, etc.) |                                                                  |                             |
## Day 2 Evaluation

### Time

4:30 – 4:45

### Description

The facilitator leads participants through an evaluation of the day’s activities.

End of Day 2
## Day 3
### Moving Forward

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 9 Planning for the Year</td>
<td>3 hours 15 min</td>
</tr>
<tr>
<td>Activity 10 We Can Net(Work) It Out</td>
<td>30 min</td>
</tr>
<tr>
<td>Activity 11 Next Steps, Evaluation and Closing</td>
<td>1 hour 30 min</td>
</tr>
</tbody>
</table>
**Recap**

**Time**

8:30 – 9:00

**Description**

This recap focuses on how participants continue to improve and reflect upon their practice as trainers. The Community will be discussed again as a learning and sharing tool.
Activity 9  Planning for the Year

Objective

To plan for the implementation of the Toolkit in participants’ 2008 workplans.

Time

9:00 – 10:30 and 10:45 – 12:30

Description

30 min  Part A  Equitas’ Plan for 2008
The Equitas team provides an overview of its plan for 2008 with regards to the program.

15 min  Part B  Where Do We Want to Be?
Participants take a few minutes to reflect on what success would look like over the coming year concerning the integration of the Toolkit in their work. Use the “Our Strategies” box in Worksheet 8 to write down some initial ideas.

30 min  Part C  Our Action Plans
Participants develop plans for integrating the Toolkit in their work for 2008. The focus is in identifying concrete actions for the following groups:

1. Organizations/Managers
2. Permanent staff managing the camp coordinators
3. Camp coordinators
4. Camp leaders

Participants use the suggested format presented in Worksheet 8 to develop their plans.

Continued
Activity 8 continued

15 min  Part C  Developing an Outline for a Training Session
Based on what has been discussed in this Session, participants develop an outline for a specific training session (for example, a 3-hour session with camp coordinators on child rights values and the Toolkit).
Participants use the suggested format presented in Worksheet 9 to develop their outlines.

Break
Time:  10:30 – 10:45

45 min  Part C  Continued
Continuation of the development of an outline for a training session.

1 hr  Part D  Presentation and Feedback
The facilitator invites participants to share their action plans and outlines for training sessions with the larger group in order to get their feedback.

End of Activity

Lunch
Time:  12:30 – 1:30
## Worksheet 8: Action Plan for 2008

Write some strategies for success in the table below (Part B of the activity).

### Our strategies: What will success look like?

Write some strategies for success – what will success look like for the camps, the staff, the leaders, the children, etc.?
**Worksheet 8**

Write some activities for your 2008 action plan in the table below (Part C of the activity).

<table>
<thead>
<tr>
<th>What (what is the activity)</th>
<th>Who (who is it for)</th>
<th>Who else (who else will help me, and what will they do)</th>
<th>When (when will it happen)</th>
<th>How will I know things have been successful?</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
### Worksheet 9: Outline for a Training Session

<table>
<thead>
<tr>
<th>Step</th>
<th>Key Questions to Ask</th>
<th>Our Training Session</th>
</tr>
</thead>
</table>
| 1. **Identify who the audience is** | - Who will be the target audience (the participants) for this training?  
- What are their expectations for this training? How will you identify and verify their expectations?  
- What are their responsibilities?  
- What is their understanding of the Toolkit and the project?  
- How do they/will they use the Toolkit? | |
| 2. **Identify time available** | - How much time do the participants have?  
- How much time do you have to develop, implement, and follow up regarding this training? | |
<table>
<thead>
<tr>
<th>Step</th>
<th>Key Questions to Ask</th>
<th>Our Training Session</th>
</tr>
</thead>
</table>
| 3. Set objectives    | • What type of training session are you developing? Is it a training session meant to:  
  - Raise awareness about the values promoted by the Toolkit  
  - Present the Toolkit  
  - Practice/experience Toolkit games and debriefs  
  - Learn how to integrate the Toolkit in an overall programming strategy  
  - Learn how to support, monitor and evaluate the use of the Toolkit  
  • What do you want the participants to achieve by the end of the training?  
  • What will change for the participants (for example, in terms of their knowledge, skills, and attitudes/behaviours)? |                                                                   |
| 4. Develop content   | • What sort of activities do you have planned?  
  • How will your content reflect a participatory approach? In other words, how will you:  
  - Value the participants’ experiences  
  - Enable them to identify patterns  
  - Provide new information and theory  
  - Enable participants to put into practice what they have learned  
  - Develop concrete steps for future actions |                                                                   |
<table>
<thead>
<tr>
<th>Step</th>
<th>Key Questions to Ask</th>
<th>Our Training Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Prepare evaluation and follow-up strategy</td>
<td>• What are your expected results from this training? &lt;br&gt; • How will you evaluate the training – in the short term (immediately after the training), and in the longer term? &lt;br&gt; • What concrete steps will you undertake to follow up with the participants? &lt;br&gt; • Will you have the time and resources to undertake a follow up?</td>
<td></td>
</tr>
</tbody>
</table>
Activity 10  We Can (Net)Work It Out

Objective

To explore networking possibilities within the group.

Time

1:45 – 2:15

Description

Networking activity in order to identify how participants will continue to stay in contact with each other after the Session and to strengthen their ability to share experiences and lessons learned.

End of Activity
Activity 11  Next Steps, Evaluation and Conclusion

Objective

To identify next steps and evaluate the Session.

Time

2:15 – 3:00

Description

Final activity to identify next steps in the program, final evaluation of the Session and closing ceremony.

End of Activity
## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Participatory Approach</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Transformative Learning</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Defining Human Rights</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Convention on the Rights of the Child</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Human Rights Values and the Toolkit</td>
</tr>
</tbody>
</table>
Appendix 1: Participatory Approach

Underlying Beliefs
People learn more effectively when:
- Their own capacity and knowledge is valued
- They are able to share and analyze their experiences in a safe and collective environment
- They are active participants in the learning process

Some Assumptions about a Learning Event (program, workshop, activity)
- Much of the content comes from the participants - the agenda or the program provides the framework for drawing out this content
- Participants bring analysis and experience to the program
- Participants take responsibility for their own learning and interaction with other participants
- Everyone participate fully in the sessions
- There is acceptance of differences in approaches and strategies

Some Assumptions about Ourselves As Educators
- We know less than the participants to our programs, about their particular social context
- Who we are, has been shaped by our particular knowledge, experience, perspectives
- We bring a knowledge of theory and practice of participatory education and will contribute it as appropriate

The Curriculum Design Model
The "Spiral Model", which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:
- Learning begins with the experience and knowledge of the participants. The educational approach is learner-centered, and aims at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.
• After the participants have shared their experience, they analyze that experience and look for patterns or (i.e., what are the commonalties? what are the patterns?)
• To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
• Participants need to practice what they have learned. They need to practice new skills, develop strategies and plan for action.
• Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

Reflection and evaluation are built into the program design and are systematically carried out throughout. They are not just done at the end.

The Spiral Model

The Expert Model

1. EXPERT: Learning begins with the experts who are the role models for the students.

2. RESEARCH: Researchers discover the key information and theory essential to the success of the students.

3. THE LEARNING SYSTEM: Teachers have the information the students need to succeed. (Note: Only the teacher teaches and the students learn.)

4. APPLICATION: The role models show students how to apply the information to achieve success. (Note: Success means conforming to the role models).

Appendix 2: Transformative Learning

Transformative Learning

Mezirow, who pioneered the theory of transformative learning, suggests that individuals can be transformed through a process of critical reflection. He goes on to explain that in transformative learning the most significant learning occurs in the communicative domain which “involves identifying problematic ideas, values, beliefs and feelings, critically examining the assumptions upon which they are based, testing their justification through rational discourse and making decisions predicated upon the resulting consensus.” (Taylor, 1998, p. 43)


Conditions Which Foster Transformative Learning

Jack Mezirow and subsequent researchers identified key essential practices and conditions for fostering transformative learning. Although developed essentially as an adult learning theory, the educational practices and conditions promoted are very relevant for children’s education. The formulation of these practices as provided below was adapted to a children’s learning context.

- Safe and open learning environment
- Open, accessible atmosphere which children have helped to create by participants in the setting of rules and norms
- Child-centered programs and activities
- Background of children is valued including their cultural background and personal experiences
- Learning takes place in a group setting and is based around collaboration and exchange of perspectives
- Learning activities involve problem-posing and critical reflection
- Giving and receiving feedback is encouraged to foster critical discussion
- Disagreement is not avoided, but is viewed as an opportunity for reflection
- Trusting, empathetic, skilled facilitators are necessary

Jack Mezirow pioneered the theory of transformative learning. He is Emeritus Professor of Adult and Continuing Education at Teachers College, Columbia University. Professor Mezirow's research interests are in adult learning and education. His work has resulted in an evolving Transformation Theory that outlines generic dimensions and processes of learning and their implications for educators of adults.
Play It Right! and Transformative Learning

The activities of the Toolkit have transformative potential. Each game is followed by a period of reflection or debriefing in which children can engage in critical reflection around their experiences. The games are “fun”, but they also challenge assumptions, behaviours and attitudes, examine values, and bring out children’s beliefs and feelings in simple and meaningful ways. It is on this level that transformative learning can occur.

Play It Right! and the Learning Spiral

1: Start with the experience of the participants

The game itself is an experience within which the child can make links, either consciously or not, with his or her own personal experiences or similar situations. Since the camp counselor/leader chooses a game that may help raise awareness among the child, the game must be judiciously chosen. The game should enable the child to draw conclusions and help him or her with similar situations in the future.

2: Look for patterns

Following the game, there is a period of reflection whereby children discuss the experience. Talking about the game enables children to express how they feel and to critically analyze their own attitudes and behaviours (depending on their abilities and taking into account their age). Exposure to other opinions and different points of view enable them to identify common ideas.

3: Add new information and theory

To further develop and enhance children’s knowledge and understanding of certain issues, concepts and values, new information is either presented to them or created among the group of children. Often times, the camp counselor/leader is the one bringing new information, while also synthesizing what the children have learned.

4: Practice new strategies and plan for action

Children must put into practice what they have learned. The camp counselor/leader invites children to find solutions to the questions that are raised as a result of the game. For example, how can we change the situation? Or how can the situation be improved? Children need to think of specific strategies or concrete actions.

5: Apply in action:

The actions decided on camp be put into practice in the camp and/or transferred into the children’s daily lives.
Appendix 3: Human Rights

What are human rights?
Human rights are fundamental rights, inherent to everyone by virtue of the very fact of being human. These rights are based on the principle that each human being is born equal in dignity and rights. All human rights are equally important and cannot be denied under any circumstance.

What is the purpose of human rights?
Human rights protect our right to live in dignity with the right to life, to liberty and to security. It means that we should have access to shelter, and be able to participate in society, to get an education, to work, to practice our own religion, to speak our language, and to live in peace.

Human rights are a tool that can protect people from violence and abuse.

Human rights help to build mutual respect between individuals. They force us to act responsibly and in full knowledge of the facts to ensure the rights of others are not infringed upon. 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 declaration as international law.

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

To view the Canadian Charter of Rights and Freedoms and to learn about provincial laws and codes, visit the website of the Canadian Human Rights Commission: www.chrc-ccdp.ca.
What is human dignity?
Human dignity is a fundamental principle of human rights which affirms that all people have worth and deserve respect simply because they are human beings. Respect is deserved by all individuals regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, or social status.

What is equality?
Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal and means that all individuals have the same rights and are deserving of same level of respect.

Non-discrimination is an integral part of the notion of equality. It ensures that everyone’s rights must be respected and cannot be denied because of factors like age, ethnic origin, sex, etc.

What is human rights education?
Human rights education not only builds knowledge about human rights, but also helps us to develop skills, giving us the opportunity to incorporate human rights values such as respect, acceptance, and inclusion into our behaviours and attitudes.

In human rights education, human rights form a framework that we can use to look at our relationships with others. Human rights education invites us to take a critical look at our own behaviours and attitudes, and guides us in transforming these to reflect and promote peace, harmony and respect for all.

Why should we do human rights education with children?
Here are just some of the reasons human rights education is important for children.

• **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 rights**
  Knowing about rights is the first step in promoting more respect for 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 we are talking about universal values**
  Adults who work with children are constantly faced with the task of trying to determine what behaviours are okay and which are unacceptable. 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 inherent to 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 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 their group, their family, their school, and their community. Learning about rights encourages children to become more actively involved.

• **To reinforce positive behaviours**
  Rights education is one of the most effective ways of encouraging positive behaviours because it involves both critical reflection and a strengthening of the child’s sense of responsibility. Children are given opportunities to think about how they interact with others and about how they can change their behaviours 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 live by these values on a daily basis.
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, liberty, 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
Appendix 4: Rights of the Child

Source: 2008 Toolkit, Reference sheets 2 and 3.

What are the Rights of the Child?
The Rights of the Child are the specific rights that aim to protect human beings younger than 18 years old\(^1\).

The human rights proclaimed in the Universal Declaration of Human Rights apply to all humans regardless of their age. Children have the same rights as adults; however, because of their vulnerable position in society, children also have special rights that offer them special protection.

What is the purpose of having children’s rights?
Children’s rights work to ensure that each child has the opportunity to reach his or her full potential. The rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow in an environment that fosters their development, be informed about their rights, and participate actively in society.

Children’s rights are a tool that can protect children from violence and abuse.

Children’s rights help build mutual respect between individuals. The rights of the child can only be fulfilled when everyone, including children themselves, recognizes that they all have equal rights, and then chooses to adopt attitudes and behaviours that reflect values 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, economic, political, social and cultural rights of children. Adopted on November 20, 1989 by the United Nations, this convention was ratified by Canada in December of 1991 when it became a legally binding treaty in Canada under international law. Canada must, by law, protect and promote the rights of its children.

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 view the Convention on the Rights of the Child or to get more information about children’s rights, visit UNICEF’s website: 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 to be realized. These principles must be respected in order for children to enjoy their rights.

Non-discrimination and equal opportunity  
(Article 2)  
All children have the same rights. The Convention applies to all children, whatever their race, religion, language, culture, or sex. It doesn’t 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.

Best interests of the child  
(Article 3)  
The best interests of the child must be the primary concern in making decisions that may affect them. When adults make decisions, they should think about how their decisions will affect children.

Right to life, survival and development  
(Article 6)  
Children have the right to live. Children must receive the care necessary to ensure their physical, mental, and emotional health as well as their intellectual, social and cultural development.

Participation  
(Article 12)  
Children have the right to express themselves and to be heard. They must be given the opportunity to share their opinions and be involved in decision-making on matters that affect them. Children’s ages, their level of maturity and their best interests should be taken into account when considering their ideas and opinions.

Adapted from information on guiding principles:  
The Convention on the Rights of the Child in Child-Friendly Language

Article 1  Everyone under 18 has these rights.

Article 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.

Article 3  All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 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.

Article 5  Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6  You have the right to be alive.

Article 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).

Article 8  You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 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.

Article 10  If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11  You have the right to be protected from kidnapping.

Article 12  You have the right to give your opinion, and for adults to listen and take it seriously.

Article 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.

Article 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.
Article 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.

Article 16  You have the right to privacy.

Article 17  You have the right to get information that is important to your well-being, from radio, newspaper, 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.

Article 18  You have the right to be raised by your parent(s) if possible.

Article 19  You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20  You have the right to special care and help if you cannot live with your parents.

Article 21  You have the right to care and protection if you are adopted or in foster care.

Article 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.

Article 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.

Article 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.

Article 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.

Article 26  You have the right to help from the government if you are poor or in need.

Article 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.

Article 28  You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
Article 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.

Article 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.

Article 31  You have the right to play and rest.

Article 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.

Article 33  You have the right to protection from harmful drugs and from the drug trade.

Article 34  You have the right to be free from sexual abuse.

Article 35  No one is allowed to kidnap or sell you.

Article 36  You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37  No one is allowed to punish you in a cruel or harmful way.

Article 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.

Article 39  You have the right to help if you've been hurt, neglected or badly treated.

Article 40  You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41  If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 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: www.unicef.org/crc.
### Appendix 5: Human Rights Values and the Toolkit


<table>
<thead>
<tr>
<th>Values</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperation</strong></td>
<td>We cooperate when we exchange ideas and pool our talents, working together to accomplish things that are meaningful to the whole group.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Cooperation is working together to reach a common goal. This central value of the Toolkit encompasses all the others.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>We show respect when we treat each person with dignity, by avoiding mean-spirited nicknames and calling people by their names.</td>
</tr>
<tr>
<td>Respect</td>
<td>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 a right. Everyone deserves to be shown respect in all situations.</td>
</tr>
<tr>
<td><strong>Equality</strong></td>
<td>We ensure equality when we choose activities together, selecting ones that interest both girls and boys, and younger and older children.</td>
</tr>
<tr>
<td>Equality</td>
<td>Equality is acknowledging that each person is of equal importance and has the same rights and opportunities.</td>
</tr>
<tr>
<td><strong>Inclusion</strong></td>
<td>We foster inclusion when we look for ways to modify an activity so that all children can participate (for example, children who are learning the language, who are shy or who are living with disabilities).</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Inclusion is recognizing that each person is a full member of society and of the group.</td>
</tr>
<tr>
<td><strong>Respect for diversity</strong></td>
<td>We show respect for diversity when we value the many differences in the group, ensuring that everyone in the group can be proud of who they are, their physical appearance, their tastes, their lifestyles, their beliefs, and their ways of dressing, talking or thinking.</td>
</tr>
<tr>
<td>Respect for diversity</td>
<td>Respect for diversity is recognizing and appreciating individual differences.</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>We show responsibility when we do things that benefit the whole group, such as listening to and following instructions, picking up our things, and participating in the group to the best of our abilities.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).</td>
</tr>
<tr>
<td><strong>Acceptance</strong></td>
<td>We show acceptance when we encourage everyone to express themselves and create a group in which no one fears being judged or rejected based on their age, sex, culture, religion, sexual orientation, ability or any other characteristic.</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Acceptance is acting to ensure the full participation of everyone without exception.</td>
</tr>
</tbody>
</table>

1The 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 draw on the basic rights 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.