

Play It

Fair!

Human Rights Education Toolkit  
for Children



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# Play it Fair!

A Human Rights Education Toolkit for Children

## What is the goal of the Toolkit?

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

## Who is the Toolkit intended for?

The Toolkit is intended for:

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



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## What is the Pocket Toolkit and How to use it

### What is the Pocket Toolkit?

The Pocket Toolkit is an abbreviated version to complement the Play it Fair! Toolkit. Its handy size makes it easy to carry around.

There are two sections in the Pocket Toolkit:

The **References** section:

Includes 5 Reference Sheets to help those using the Pocket Toolkit to become familiar with children's rights principles and values, and to learn how to make best use of the Pocket Toolkit. The Reference Sheets also contain practical tips on how to lead Activities and Group Discussions with children.

The **Activities** section:

Includes 34 Activities organized by age and value.

### How to use it

1. Read the Reference Sheets to familiarize yourself with children's rights and to understand how to use the Pocket Toolkit.
2. Identify Activities that will meet your needs.
3. Prepare your Activities by carefully reading the Activity Sheet.
4. Set a minimum number of Activities to conduct each week (for example, 3 to 5 activities).
5. Set aside specific periods of time each week for Toolkit Activities (for example, two 45-minute periods).
6. Keep a record of the Activities. Make it a habit to note the Activities the children enjoyed most and that helped improve the group dynamics.
7. Hold regular discussions with your colleagues about the use of the Toolkit. Share your successes and any challenges you have faced and work together to identify ways to improve the use of the Toolkit.

## Why Integrate Toolkit Activities into my program?

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

You can use this Toolkit as:

- **A prevention tool**

The Activities help promote positive values such as cooperation, inclusion and respect for diversity. They help to create a positive atmosphere and to reduce the number of conflicts in the group.

- **An intervention tool**

The Activities can form part of a constructive response to incidents that occur in a group.

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

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

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

## Children's Rights and Values

### What are Children's Rights?

The rights of the child are specific rights that aim to protect all people younger than 18 years old. Children's rights aim to ensure that each child has the opportunity to reach their full potential.

Children's rights require that all children—without exception—should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

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

- Non-discrimination and equal opportunity
- Best interest of the child
- Right to life, survival and development
- Participation

### Why is it important to educate children about human rights?

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

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

- Because it is their right
- To increase respect for human rights
- Because human rights values are universally recognized
- To encourage the development of self-esteem and active participation
- To reinforce positive behaviours

## What are the values promoted by the Toolkit?

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

### Cooperation

Cooperation is working together to achieve a common goal. This value encompasses all the other values of the Toolkit.

### Respect

Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances.

### Fairness

Fairness is affording to every person the same importance, the same rights, and the same opportunities.

### Inclusion

Inclusion is recognizing that every person is a full member of society and of the group.

### Respect for Diversity

Respect for diversity is recognizing and appreciating individual differences.

### Responsibility

Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).

### Acceptance

Acceptance is acting to ensure the full participation of everyone without exception.

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

To read more information about children's rights or the *Convention on the Rights of the Child*, refer to the Play it Fair! Toolkit.



## Educational Approach

### What is the educational approach of the Toolkit?

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

### What is the goal of this approach?

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

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

### How do the Activities work?

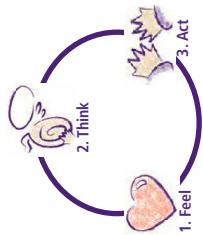
The model on the next sheet illustrates how the Toolkit Activities work. Each Activity has as its starting point the experience of the children. The children's participation in a **game** provides them with the opportunity to live a **concrete experience** together with their group from which they can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

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

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

**Game**  
Concrete experience in a group setting

**Group Discussion**  
Critical reflection



## Reinforce positive behaviour

Human Rights Values

Cooperation

Respect for diversity

Fairness

Inclusion

Respect

Responsibility

Acceptance



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



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



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



## Group Discussion

### What is the Group Discussion?

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



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



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



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

### What is the purpose of the Group Discussion?

The Group Discussion encourages children to **think about what happened during the game and to draw life lessons** that they can then apply in other contexts. The Group Discussion gives children the opportunity to discover for themselves the importance of human rights values. It also encourages them to

propose actual ways of living according to these values. The Group Discussion encourages children to fully participate by giving them the opportunity to exercise their right to express themselves and to be heard.

The Group Discussion is essential to develop positive attitudes and self-esteem and to increase participation and responsibility.

### What role does the staff play during the Group Discussion?

The staff's role is to **facilitate the Group Discussion** and be responsible for:

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

**Continue** ►►

## How often should the Group Discussion take place and for how long?

It is recommended that a Group Discussion be **held after each game in the Toolkit**. A new Group Discussion allows for deeper discussion and for reinforcing learning.

On average, the Group Discussion lasts from **3 to 10 minutes**. Staff need to adapt the Group Discussion to the number of children, their ages and interests.

## Tips to Improve the Group Discussion

Here are tips to help you overcome some of the challenges you might face:

### What to do if...

#### The group is very big

- Divide the group into smaller teams for discussion. If possible, try to have a staff member facilitate the Group Discussion in each team.
- Allow each child to speak only once.

#### Nobody wants to speak

- Be the first to share your observations and opinions of the game, and then ask the children if they agree with you and why.
- Invite another staff member to take part in the Group Discussion.

#### The group includes children of all ages

- Ask the children to speak in order of their age: from the youngest to the oldest.
- Try out the variations for a multi-age group (see Reference Sheet 17 in the Play It Fair Toolkit).

#### Many children did not like the game

- Ask the children why they are not happy: Why didn't you like this game? Why is it boring?
- Ask them to suggest ways to improve the game or to create variations.

### More Tips...

Consult the Play It Fair Toolkit to read more tips to improve the Group Discussion.

## Selecting and Facilitating Activities and Group Discussions

### How to select an Activity

When selecting an Activity, it is important to **consider the context and the needs and interests of the children** in your group.

The Activity Sheets will help you select appropriate Activities by:

- **Age** range of your group
- **Value** you wish to promote
- **Issue** or challenges that you may face

Here are some tips to select an Activity:

- Allow time each week to select and prepare the Activities that you will conduct in the following week.
- Set a minimum number of Activities to be conducted each week (for example, 3 to 5 activities).
- Try new Activities each week. This will be stimulating for you and will spark the children's interest.

### How to facilitate an activity

#### Getting Ready

- Carefully read the Purpose of the Activity and the How to Play instructions to make sure that you will be able to explain them clearly to the children.
- Prepare 3 to 4 simple questions for the Group Discussion.
- Choose a safe and appropriate place to conduct the game.
- Prepare the materials you will need.

#### Explaining the Activity

- Ask the children to sit so they can all see and hear you, for example, in a circle. Make sure that the group is listening.
- Explain the object of the game and how it is played in your own words. Remember to stress safety rules.
- Do a demonstration or give examples if necessary.
- Encourage the children to ask questions.

## Facilitating the Game

- If you need to form teams, try to use a method that ensures nobody is picked last.
- During the Activity, review the steps of the game and safety rules. Intervene if things get confused or any conflicts occur.
- Get involved in the game and show your enthusiasm.
- Pay attention to the children's attitudes and behaviours during the game. Remember that you will review the way the game was played during the Group Discussion.

## Ending the Game

- Thank the children for participating in the game.
- Invite the children to sit and start the Group Discussion.

## Facilitating the Group Discussion

- Prepare 3 or 4 simple questions in advance, based on those suggested in the Activity Sheet.
- Right after the game invite the children to sit in a circle, ideally in a quiet place.

- Decide as a group how to ask for a turn to speak; for example by raising your hand.
- Start the Group Discussion with a simple question such as "how did you like the game?"
- Ask the questions in your own words. Use simple language that is easy to understand.
- Remember: Feel! Think! Act!
- Give the children time to think and respond.
- Encourage the children to discuss their ideas but don't force them.
- Be enthusiastic during the Group Discussion and listen carefully to the children's answers.
- Be aware of your body language and encourage the children through non-verbal cues.
- Congratulate and thank the children for their ideas and their participation.



Activities





## Cooperation

**Purpose of the Activity**

To experience feelings of inclusion and exclusion and to think about how we can cooperate to include others.

**Rights and Responsibilities**

Right to be protected from all forms of violence; right to security

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

**How to Play**

1. Place large pieces of newspaper on the ground of the play area, enough for half the number of children.
2. The play area represents a lake and the pieces of newspaper are lily pads. The children are little frogs. A large hungry crocodile also lives in the lake.
3. The children move around the play area, pretending to swim, without stepping on the lily pads. Suddenly, the game leader shouts out: "Crocodile!! Quick, frogs! Find a lily pad!"



4. The children must escape from the crocodile by standing on a lily pad. When all the children have found a spot the danger has passed and they leave the lily pads and continue to move around the play area.
5. Tell the children that the lily pads are getting old and are starting to fall apart. Tear away part of each piece of newspaper to make the lily pads smaller.
6. Repeat the game, making the pieces of newspaper smaller each time and eliminating the children who cannot find a space on the lily pad. The last frog to escape the crocodile is the winner.

Continue ►►

## Cooperation

## Group Discussion



## Feel

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



## Think

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

*Discuss the idea that each one of us is responsible for making the group feel comfortable and safe.*



## Act

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

## Variation

## I am safe...

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



## Cooperation

Around the World with a Hula Hoop**Purpose of the Activity**

To experience teamwork and to think about how working together can help us achieve our goals and how everyone succeeds when we cooperate.

**Rights and Responsibilities**

Right to non-discrimination

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

**How to Play**

1. All the children stand in a circle holding hands.
2. Two children let go of their hands and place their arms inside a hula-hoop before joining hands again. The hoop is now suspended between them.
3. Every child, in turn, passes their body through the hoop so that the hoop makes its way around the circle until it gets back to where it started. To succeed, the children must work together. The children cannot let go of the hands of the people next to them.



4. Once the children have completed the circle with 1 hoop, you can increase the level of difficulty by adding more hoops to the circle.

**Increase the challenge**

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

## Cooperation

## Group Discussion



## Feel

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



## Think

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



## Act

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

## Variation

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



## Inclusion



## Exclusion by Numbers

### Purpose of the Activity

To experience feelings of exclusion or marginalization and to think about ways to include everyone in the group and why it is important to include others.

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. Ask the children to move around in the play area.
2. Instruct the children how to walk: like an elephant, like a frog, on tippy-toes, taking giant steps, etc.
3. After a short length of time, shout out a number that is smaller than the number of players. The children must then quickly form groups containing that number of people. Children who do not succeed in becoming part of a group are eliminated for the next step (step 4).
4. Now, ask the members of each group to form a huddle and to find something they all have in common. For example, a sport that they all play, an activity that they all do, a food that no one likes, or a colour that they are all wearing.
5. Invite the children who were eliminated to rejoin the group and continue the game using a different number for forming groups.



*Note: It is okay if some of the children who were eliminated are sad or unhappy; this is an important part of the game. Talk to them about their feelings during the Group Discussion.*

## Inclusion

## Group Discussion



## Feel

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



## Think

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

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



## Act

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

## Variations

## Music

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

## Something Fun

While the children are in their small groups (step 4), give them something fun to do together. For example, sit in a circle with all of their toes touching, sit in a row and pretend to be a train, make up a cheer, or share some favourite dance moves.





## Friendly Crossing, Safe Passage

### Purpose of the Activity

To experience a situation involving conflict and to think about ways to handle confrontation and how we can respect others.

### Rights and Responsibilities

Right to be protected from all forms of violence

For all of us to enjoy this right, we need to choose non-violent ways to act.

### How to Play

1. Divide the group into 2 teams and have them stand facing each other at opposite sides of the play area (allow for 10-15 meters distance if space is available). If necessary, mark off the play area by drawing a line on the ground. The space has to be narrow enough to allow for some difficulty in getting past each other, but not so narrow as to make it impossible to get by.
2. At the game leader's signal, the 2 teams have to reach the opposite side of the play area as quickly as possible and line up on the opposite side.



The players have to cross in a straight line without bumping into players coming from other side.

3. The first team to get all players to the other side wins the game.

*Note: This activity can also be organized as a tournament.*

## Group Discussion



### Feel

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



### Think

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



### Act

- How can we handle conflicts with others?

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

## Variations

### New Moves

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

### Square, Triangle

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





## Cooperation

### Purpose of the Activity

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

### Rights and Responsibilities

Right to non-discrimination

For all of us to enjoy this right, we need to appreciate what we have in common with others and respect each other's differences.

### How to Play

1. Draw 2 parallel lines on the ground about 20 meters apart, between which the children will run. (You can also designate 2 facing walls).
2. Ask the children to line up along 1 of the lines or walls. These children will be the runners.
3. Choose 1 child to be the Octopus and ask this child to stand in the middle of the play area. When the Octopus gives the signal, the children must try to cross



the play area by running to the other line. The Octopus has to try to tag 1 or more children.

4. The children who were tagged must join the Octopus, holding his/her hands to form a chain. On the next round, only the children on the far ends of the chain may tag the runners. Continue the game until all the children have joined the Octopus.
5. When all the children have formed a chain, ask them to talk with a child next to them and to find something they have in common, for example, we live on the same street, our favourite colour is blue, or we both wear glasses. Then, ask the children in turn to name something that connects them with the child next to them.

Continue ►►

## Cooperation

## Group Discussion



## Feel

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



## Think

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



## Act

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





### Purpose of the Activity

To experience a sense of inclusion or exclusion and to think about what makes us feel part of a group and how we can include different people in our group.

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. Draw 2 parallel lines on the ground about 20 meters apart (You can also designate 2 facing walls).
2. Ask the children to line up along 1 of the lines or walls. The children should be facing the opposite line or wall.
3. Explain to the children that during each round, 1 or 2 of them will be the Aliens. You will identify the Aliens by tapping them discreetly on the shoulder from behind. All the children will have to run across the play area to the other line following your instructions.
4. Ask the children to close their eyes. Move behind the line of the children and choose 1 or 2 Aliens by tapping them lightly on the shoulder.
5. Ask all the children to open their eyes. Explain that they are not to move until you say, "GO!" then give them instructions on how to cross the play area as follows: "Once upon a time, there were children who [ran while clapping their hands] and Aliens who [jumped around like frogs]. 1, 2, 3, go!"



### Respect for diversity

## Respect for diversity

6. Continue the game, each time selecting different children to be Aliens and calling out instructions for both the children running and the Aliens.

You can refer to the following examples:

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

## Group Discussion



## Feel

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



## Think

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



## Act

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

## Cooperation

Sardines**Purpose of the Activity**

To experience feelings of inclusion and to think about how we can cooperate to make room for others and how cooperation brings positive results.

**Rights and Responsibilities**

Right to non-discrimination; right to play

For all of us to enjoy these rights, we need to respect others and include others when we play.

**How to Play**

1. Select a child to be the first sardine to hide. Ask the other children to close their eyes while the sardine hides.
2. Ask the children to open their eyes and try to find the sardine. When a child finds the sardine, he/she also becomes a sardine and must squeeze in with the first sardine.
3. Keep playing until the children have found and joined the first sardine.



Let the group know that all the sardines are winners!

4. Start again, this time selecting another child to begin the game.

Continue ►►

## Cooperation

## Group Discussion



## Feel

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



## Think

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



## Act

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

## Variation

## It's fun in pairs

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





## Cooperation

### Purpose of the Activity

To experience feelings of solidarity and competition and to think about how we can compete in a positive way and how we can help keep one another safe.

### Rights and Responsibilities

Right to non-discrimination; right to security

For all of us to enjoy these rights, we need to include others and help one another stay safe.

### How to Play

1. Explain to the children that this game is like tag. Cats will chase mice and try to catch them. When a mouse is caught, it becomes a cat.
2. Choose 1 player to be the cat. All the others are mice and must move around the play area trying to avoid being caught by the cat.
3. If the cat threatens to catch 1 of the mice, the mouse can become safe by holding hands with another mouse.
4. The game stops when all the mice have been turned into cats or when you decide to stop the game.



2 mice holding hands cannot be caught. As the game leader, make sure that the mice separate once the cat moves away and that no groups of more than 2 mice are formed.

## Cooperation

## Group Discussion



## Feel

- Did you like this game? Why or why not?
- Did you like being a cat? Why?
- Did you like being a mouse? Why?



## Think

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

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

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



## Act

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

## Variation

## Twins

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

*To read more variations to this game, refer to the Play it Fair! Toolkit.*





## All in Good Order

### Purpose of the Activity

To experience communicating without words and to think about the challenges of non-verbal communication and how cooperation can help us achieve our goals.

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. Prepare small pieces of paper or cardboard numbered according to the number of people in the group. For example, if there are 15 children, prepare 15 pieces of paper numbered 1 through 15.
2. Mix the papers up and give 1 to each child. Make sure that each child holds the paper so that he/she cannot see their number, but the other children can. (For example, by holding the paper against their forehead).



3. Ask the children to get in ordered row (for example, from 1-15) without looking at the paper they received and without saying a word. The row can be formed along the wall of the room, in a circle, or in a line. Later, you can form 2 teams and see which one gets in order the fastest.

## Inclusion

## Group Discussion



## Feel

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



## Think

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



## Act

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

## Variations

## Birthdays

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

## Alphabetical order

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

*To read more variations to this game, refer to the Play it Fair! Toolkit.*





## Tra-la-la... Silence

### Purpose of the Activity

To experience a loss of sight and to think about the difficulties faced by people with disabilities and how we can help one another when we need assistance.

### Rights and Responsibilities

Right to non-discrimination; right for children with disabilities to receive special education and care

For all of us to enjoy these rights, we need to respect all people, including those living with disabilities, and to help one another stay safe.

### How to Play

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



This child can open his/her eyes and will play the role of "Silence."

4. On your signal, all the children move slowly and carefully around the play area. When players meet one another, they should try to discover whether the person they have met is Silence. To do this, 1 player will say to the other: "Tra-la-la, tra-la-la." If the other player answers with the same phrase, : "Tra-la-la, tra-la-la," he/she is a Talker. The children keep moving around, trying to find Silence.

## Inclusion

5. The children will know when they meet Silence, because Silence will not answer them. The Talker will then take Silence's hand and become silent also. Children who become silent may remove their blindfolds and open their eyes. The game continues as more children find Silence, become silent themselves, and form a longer chain of Silence.

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

## Group Discussion



## Feel

- How did you like this game?
- Did you have trouble moving around without being able to see where you were going? How did you orient yourself?
- When you were unable to see, did you feel safe? Why?



## Think

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



## Act

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



## Inclusion



# Inclusion... Exclusion...

## Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about ways to include everyone in the group.

## Rights and Responsibilities

Right to non-discrimination

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

## How to Play

### Part 1: Inclusion

1. Prepare stickers. This game has 4 rounds. You will need 1 sticker per child for each round.
2. Ask the children to form a circle with everyone facing the outside of the circle.
3. Ask the children to close their eyes and explain to them that you will be placing a coloured sticker on their foreheads. You should use 2 to 6 different colours. Every child will know the colour of the other children's stickers, but they will not know their own colour.
4. Ask the children to walk around the play area. At your signal, ask the children to group themselves with children with the same colour sticker. They must do this without speaking. If, for example, you have used 3 different coloured stickers, the children must form 3 groups as quickly as possible. Make sure every child is included in a group.
5. Once the groups are formed start the game over by putting a new sticker on everyone's forehead. This time ask the children to form groups where everyone has a different coloured sticker. Again, make sure every child is part of a group.



Continue ►►

## Inclusion

6. You can have the children further experience inclusion by repeating the game a third time. This time, distribute stickers to form groups of different sizes. For example, if you have 15 players, distribute 9 blue stickers and 6 green ones. Once again, make sure every child is included in a group.

**Part 2: Exclusion**

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

**Group Discussion****Feel**

- How did you feel when you found a group you could join?
- How did you feel when you could not find a group to join right away?
- (To a child who was excluded in Part 2) How did you feel when you could not find a group to join?

**Think**

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

**Act**

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



## The Noisiest Game in the World

### Purpose of the Activity

To experience difficulty communicating and to think about freedom of expression and our responsibility to listen to others.

### Rights and Responsibilities

Right to express your opinions

For all of us to enjoy this right, we need to respect others and listen carefully to what others are saying.

### How to Play

1. Choose 2 or 3 children to be “Messengers.” Invite them to move to one end of the play area and ask them to make up a message to send, such as the name of a movie, a song or a saying. The number of Messengers can vary according to the size of the play area and the number of children playing. Choose fewer Messengers if the play area is small or if the group is small.
2. Choose an equal number of children (2 or 3) to be “Receivers.” They stand at the other end of the play area, a good distance away from the Messengers.
3. All the other children stand between the Messengers and Receivers and try to stop the communication of the message by providing interference. To do this, they can shout and wave their arms, trying to distract the Messengers and the Receivers, but they cannot touch them.
4. The Messengers must try to get their message understood by the Receivers, by shouting even louder, by acting out their message, or by doing both!



If possible and safe, the Messengers and Receivers can stand on chairs or benches.

## Respect

5. You can set a time limit for the message to be transmitted (10, 15 or 30 seconds, depending on the complexity of the message).
6. The Messengers and Receivers are replaced if the message has not been transmitted in the allotted time.

## Group Discussion



## Feel

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



## Think

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



## Act

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







## Rock - Paper - Conflict!

### Purpose of the Activity

To experience a situation involving conflict and to think about a peaceful way to resolve conflicts.

### Rights and Responsibilities

Right to protection from all forms of violence

For all of us to enjoy this right, we need to respect others and choose non-violent ways to act.

### How to Play

1. Explain to the children that they are all in conflict with one another. To win the game, the children have to solve their conflict by discovering the 5 steps to conflict resolution.
2. The children walk around the play area repeating the word "conflict."
3. When the child comes face to face with another player "in conflict," they stop and play the classic game of Rock-Paper-Scissors. The first person to win 2 games moves onto the next step.
4. After learning the first step from the game leader, the player rejoins the game, repeating the phrase just learned in the steps to conflict resolution (for example, "calm down").
5. The player repeats this phrase until he/she meets another player repeating the same phrase, indicating that the player has also reached the same level of conflict resolution.



He/she goes to see the game leader and is told the first step to conflict resolution. The other player continues to look for another person "in conflict" with whom to play Rocket-Paper-Scissors.

## Respect

They play Rock-Paper-Scissors and the first player to win 2 rounds moves on the next level by getting the next step of conflict resolution from the game leader and returning to the game with a new phrase.

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

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

### Five Steps to Conflict Resolution:

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

*To read some variations to this game, refer to the Play It Fair! Toolkit.*

### Group Discussion



#### Feel

- How did you like the game?



#### Think

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



#### Act

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

## Responsibility

The Race Against Anger**Purpose of the Activity**

To experience teamwork and to think about how we can deal with anger to resolve problems peacefully.

**Rights and Responsibilities**

Right to protection from all forms of violence

For all of us to enjoy this right, we need to respect others and choose non-violent ways to act.

**How to Play**

1. Introduce the game by talking briefly about anger with the children:
  - Do you ever get angry?
  - What do you do when you are angry?
2. Now, ask the children to think of a trick to avoid expressing their anger violently. For example, they could talk to a friend, take deep breaths, or go for a bicycle ride. Ask them not to say their idea out loud right away, because they will need it for the game.
3. Create 2 identical obstacle courses using the objects available. Tasks you create for the obstacle race should be easy to do, such as walking around a chair, crawling under a table, walking around in a circle with your index finger placed on the ground. The last task in the obstacle course is to have the children write on a large sheet of paper (1 for each team) their ideas to help them calm down when they are upset and to help avoid aggression and violence. The children should avoid writing the same ideas as their team members.
4. To begin the game, set up 2 teams.



## Responsibility

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

## Group Discussion



## Feel

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



## Think

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



## Act

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

## Responsibility



# I Have the Right to...

## Purpose of the Activity

To experience teamwork and to think about human rights and how we can help ensure rights are respected.

## Rights and Responsibilities

Right to know your rights; right to exercise your rights

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

## How to Play

1. Briefly discuss what human rights are with the children.
  2. Divide the children into pairs. Each pair is made up of a "Runner" and an "Actor." They should stand opposite each other on either side of the play area.
  3. As the leader of the game, you should stand in the middle, but out of the play area, so that all players can see you.
  4. The children are going to act out 4 different human rights by assuming the
5. The last team to complete the position is eliminated. The Runners and the Actors return to their original places on either side of the play area and wait to hear the next right to be acted out.
  6. The winning team is the last pair remaining in the game.



positions you will describe to them. Each right has a corresponding position. Both members of each team are needed to act out the right. First the Actors assume their part of the position and the Runners run to the Actors to complete the position (see the Position Descriptions).

## Responsibility

## Position Descriptions

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

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

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

**The Right to Rest:** Nobody should move.

## Group Discussion



## Feel

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



## Think

- What tricks did you use in this game?
- What are the 4 rights we acted out? Can you name some other rights too?
- Could 1 person act out a right on his/her own? Why?
- Why do we all need to work together to ensure rights are respected?



## Act

- In the game, we had to work together to act out a right. What can we do together to ensure rights are respected in our group?

**Acceptance**

## I Have a Disability

### Purpose of the Activity

To experience a loss of physical ability and to think about the difficulties faced by people with disabilities and how we can help each other when we need assistance.

### Rights and Responsibilities

Right to non-discrimination; right for children with disabilities to receive special education and care.

For all of us to enjoy these rights, we need to respect all people including those living with disabilities and help one another stay safe.

### How to Play

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



Ask the children not to cheat and to take the activity seriously.

## Acceptance

For example, a person with only 1 arm may have difficulty playing ball, and a person who can not speak may have difficulty communicating.

7. Encourage the group to find solutions to help one another.
8. Remind the children to play safely and to be extra careful not to fall or hurt themselves.

## Group Discussion



## Feel

- How did you like this game?
- Was it easy for you to do your activities? Why?



## Think

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



## Act

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



## Cooperation



## Human Telephone

### Purpose of the Activity

To experience group communication and to think about how to communicate effectively and why everyone needs to be included in group communication.

### Rights and Responsibilities

Right to non-discrimination; right to express your opinions

For all of us to enjoy these rights, we need to respect others and listen carefully to what others are saying.

### How to Play

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



their neighbour's ear. If a child does not understand the message, they cannot ask their neighbour to repeat it. They have to pass on the message the way they heard it.

## Cooperation

5. Play 2 or 3 more rounds, each time selecting a different child to make up a message to pass on.
6. Suggest to the children that they try different strategies to make it easier to pass on the message and to reduce the amount of distortion and confusion. This may involve making changes to the rules of the game. Some suggested strategies: Use short and simple messages, repeat the message that you think you heard to check if you understood it properly, speak slowly, call on a friend to translate, explain or rephrase the message.

*To read a variation to this game, refer to the Play It Fair! Toolkit.*

## Group Discussion



## Feel

- How did you like the game?
- What was the hardest part? What was the easiest?
- Did you understand the message? If not, how did it feel to pass along a message that you did not understand?



## Think

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



## Act

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



## Responsibility



## Squirrels in the Tree

### Purpose of the Activity

To experience feelings of vulnerability and responsibility, to think about how we can assist people who are vulnerable and how we can seek the help of others when we need it.

### Rights and Responsibilities

Right to security; right to protection from all forms of violence

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

### How to Play

1. Explain to the children that this game is a bit like "Tag." Divide the group into teams of 3. The children who are not in a team of 3 will be the foxes to start. If the total number of children is a multiple of 3, select 1 team (3 people) to be the foxes.
2. In each of the teams, identify 1 squirrel and 2 trees.
3. Ask the trees to stand face to face, holding hands. Ask the squirrels to stand



in between the 2 trees. Explain to the children that when the squirrels are in between the trees, they are safe from the foxes, but when they leave their hiding places to run into the forest, the foxes can tag them.

4. Explain to the trees that their role is to protect the squirrels, and therefore they can move around and work with the squirrels to protect them from the foxes.
5. When you give the signal, the squirrels must move from one tree to another. Say, "The squirrels are going for a walk!"

## Responsibility

This will be your signal to let the children know that they have to switch trees.

6. Explain to the foxes that they have to try to tag the squirrels as they move from one tree to another. If a fox succeeds in tagging a squirrel, the fox becomes a squirrel, and the tagged squirrel becomes a fox.
7. When the squirrels have moved from one tree to another several times, switch the children's roles and begin again.

## Group Discussion



## Feel

- Did you like this game? Why?
- Did you like being a tree and protecting the squirrels?
- How did you feel when you were a squirrel?



## Think

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



## Act

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

## Cooperation



## The Human Knot

### Purpose of the Activity

To experience teamwork and to think about how working together can help us achieve our goals and how everyone succeeds when we cooperate.

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. Invite the children to stand in a tight circle, facing inwards shoulder-to-shoulder.
2. Ask the children to close their eyes, move slowly towards the centre of the circle with their arms extended in front of them, and grab hold of the first hands that they touch. Ask them to keep their eyes closed until you give the signal to open them.
3. Make sure that each child is holding the hands of 2 different people.



4. Now, ask the children to open their eyes.
5. Explain to the children that they have to undo the knot and form a circle. This has to be done without letting go of anyone's hand.
6. Watch the group to ensure that no one gets hurt and intervene only if necessary.

*Note: If there are more than 10-12 players, you can create 2 groups and organize a competition between them. The first group to finish can help the second group.*

## Cooperation

## Group Discussion

**Feel**

- Did you enjoy the game?
- Did you ever feel trapped?
- Did you ever doubt that your group would be able to undo the knot?
- What will you remember most about playing this game?

**Think**

- What tricks were most helpful in undoing the knot?
- If you were to play again, how would you try to undo the knot more quickly?
- Did 1 person try to “organize” or “lead” the group by giving instructions or did each person do whatever they wanted?

**Act**

- In your opinion, what is the most important factor in good cooperation? Why?
- What does our group need to do to cooperate better?





## It's Hot... It's Not

### Purpose of the Activity

To experience expressing an opinion and to think about ways to voice joy or frustration and the importance of dialogue in reducing tensions.

### Rights and Responsibilities

Right to express your opinions

For all of us to enjoy this right, we need to respect others and listen carefully to what others are saying.

### How to Play

1. Introduce the Activity by explaining that some native peoples in Canada used, and in some cases still use, a sacred object to give someone the right to speak when a group of people gather to discuss important issues. When a person holds the object in his/her hands, no one else can say a word. Ask the children to identify an object that could represent the right to speak and ask them to agree to respect it.
2. The children sit on the ground in a circle.



3. Ask the children to think of a special moment during an activity they participated in that day. Ask the children to think about the precise moment and what they liked or did not like before, during and after that moment, as well as how they felt or what they were thinking during that particular time.
4. Ask the children to share what was most special for them:
  - Good moments: If it was a good moment, ask the children to begin by saying: "it was hot when..."

## Respect

- Unpleasant moments: If it was an unpleasant moment, ask the children to begin by saying: "It was not hot when..."
- Unpleasant moments: After describing and explaining why the moment was unpleasant, encourage the children to imagine a positive change. Ask them to start their comments by saying: "it will be even hotter, when..." so that they can propose solutions.

*Note: This game can help the group deal with conflicts that may arise. It can also help you find peaceful solutions together.*

## Group Discussion



## Feel

- Was it easy for you to express yourself?
- How do you think you can become more comfortable expressing your opinion?



## Think

- What did you learn from listening to one another's special moments?
- Is there anything that has come up several times that we should discuss some more?



## Act

- Are there any changes we should make for the future?
- How does this type of dialogue help us address conflicts?





## Acceptance



## Lunch and Disabilities

### Purpose of the Activity

To experience a loss of speech and movement and to think about the difficulties faced by people with disabilities and how we can help others.

### Rights and Responsibilities

Right to non-discrimination; right for children with disabilities to receive special education and care

For all of us to enjoy these rights, we need to include others and respect all people, including those living with disabilities.

### How to Play

1. Dive the group into pairs.
2. Using a strip of material, attach each child's wrist to the wrist of another.
3. Make sure the strip is not too tight, is not cutting off blood circulation, and can be removed quickly if necessary. In case of an emergency, the children must be able to detach themselves rapidly.
4. Tell the children that there must be no talking during the meal.
5. The children eat their meals joined to one another.



**Acceptance****Group Discussion****Feel**

- How did you enjoy the game?
- Did you ever feel frustrated as you tried to eat your food?
- What will you remember most about this game?

**Think**

- What challenges did you face because of your disability?
- What tricks did you use to eat your food?
- Did your friends help you perform certain tasks? How would you have eaten your food without their help?
- What are some of the daily activities that a person with a physical disability might find difficult?
- What attitudes are helpful to have when you face many challenges?

**Act**

- How can we make sure this place is accessible to children with disabilities (inside or outside)?
- What can we do to make sure people with disabilities feel included?



## Cooperation

What Time Is It?**Purpose of the Activity**

To experience teamwork and to think about how we all have different daily routines and how working together can help us achieve our goals.

**Rights and Responsibilities**

Right to non-discrimination; right to know your own language and culture; right to know your rights

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

**How to Play**

1. Place 4 cones (or 4 backpacks) to form 4 main points or divisions of a large clock measuring about 5 to 10 meters in diameter. The cones will represent 12, 3, 6, and 9 o'clock.
2. Divide the group into 2 teams. Designate 1 team as the clock's hour hand and the other as the minute hand. Then, ask the children to form the clock: the teams will form 2 lines joined at one end, corresponding to the centre of the clock face.



3. Ask the children to represent a specific time of the day by turning the clock hands to imitate the clock's movement, for example, "It's 3:15 p.m." Repeat with different times of the day.
4. Ask the children to indicate the time they generally carry out the different activities you name. Explain to them that you will not necessarily name the activities in chronological order. The children will first have to agree on which time of the day to represent...since not everyone does the same things at the same time!

## Cooperation

5. Name some different activities using the list below, and ask the children to represent the corresponding time of day.

**A time for Everything**

- It's time to eat.
- It's time to wash.
- It's time to bathe.
- It's time to play sports.
- It's time to go to bed.
- It's time to get dressed.
- It's time to read a book.
- It's time to get up.
- It's time to play with your friends.
- It's time to go for a walk.
- It's time to relax.

*To read some variations to this game, refer to the Play It Fair! Toolkit.*

**Group Discussion****Feel**

- Did you like this game? Why or why not?
- What was the hardest part of the game? What was the easiest?
- Who is the winner of the game? Why?

**Think**

- How do you spend your day? Which activities do you do every day?
- Is your daily schedule similar to the schedules of other children in the group? How is it different?
- All children have the right to go to school and yet this is not part of every child's daily routine. Can you think of other rights that are not always respected?

**Act**

- How can we learn more about the daily lives of children around the world?
- What can we do to ensure children's rights are respected?

## Cooperation

Cat and Mouse**Purpose of the Activity**

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

**Rights and Responsibilities**

Right to non-discrimination

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

**How to Play**

1. Ask the children to sit in a circle and pass a ball from person to person. This ball represents the mouse.
2. Give the children a second ball to pass around the circle (the cat).
3. The children must pass the cat along in the same direction as the mouse, until the cat catches up to the mouse!
4. When the cat catches the mouse, switch directions and have the cat chase the mouse in the opposite direction.

**Increase the challenge**

If there are enough children in the group, a third ball can be added, representing another mouse. The game can be made more challenging by asking the children to switch directions repeatedly.

## Cooperation

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- What tricks can help you catch the mouse in this game?

**Act**

- What are some ways that we can work together in our group?

A friend from Burundi suggested this game. Thanks!



## Responsibility



## Your Smile is Contagious

### Purpose of the Activity

To experience different emotions and to think about how our emotions can influence others.

### Rights and Responsibilities

Right to non-discrimination; right to express our opinions

For all of us to enjoy these rights, we need to include others and respect people's thoughts and feelings.



### How to Play

1. Ask the children to sit in a circle.
2. The first child turns to his/her neighbour and smiles brightly. The neighbour smiles back, and then turns to the next child, passing along the smile.
3. The goal of the game is to pass on the smile until all the children are smiling.

*Note: You can also invite the children to pass other emotions, such as surprise, pride, and fear.*

## Responsibility

## Group Discussion

**Feel**

- Did you like this game? Why or why not?
- How do you feel when someone smiles at you? What happens when you smile at someone?

**Think**

- How can you tell how others are feeling?

**Act**

- What can we do so that everyone feels good?







## The Curtain Comes Down

### Purpose of the Activity

To experience and to think about getting to know one another.

### Rights and Responsibilities

Right to non-discrimination; right to express our opinions

For all of us to enjoy these rights, we need to learn about others and listen carefully to what others are saying.

### How to Play

1. Ask the children to form 2 lines facing each other. Ensure that each child directly faces another child along the opposite line.
2. Two volunteers hold up a sheet between the 2 lines, so the children cannot see one another.
3. Ask the group, "What's the first name of the child across from you?" Now, the volunteers let the sheet drop so the children can see one another.



4. All the children must then call out the name as quickly as possible. Children who cannot answer should ask the child facing them to say their name.
5. The volunteers hold up the sheet again and the children change places along the same line.
6. Once the children know the names of everyone in the group, ask other questions such as country of birth, favourite colour, etc.

**Group Discussion****Feel**

- How did you feel when the sheet came down?

**Think**

- What are some things you learned about other children?

**Act**

- What can we do to learn about one another?



## Cooperation



## The Caterpillar

### Purpose of the Activity

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

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. Ask a child to get down on their hands and knees in a crawling position.
2. Ask a second child to get down in crawling position behind the first child, placing his/her hands on the other's ankles.
3. Invite the other children to get into a crawling position as well, linking their hands and ankles to form a caterpillar.
4. When all the children are in position, the first child begins moving forward and all the others must try to keep the pace.



## Cooperation

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- What needs to happen for the caterpillar to be able to move forward without coming apart?

**Act**

- What can we do to work well as a group?





## Talyat - Malyat

### Respect for diversity

#### Purpose of the Activity

To experience hearing a foreign language and to think about language diversity.

#### Rights and Responsibilities

Right to non-discrimination; right to your own language and culture

For all of us to enjoy these rights, we need to include others and respect other peoples' languages.

#### How to Play

1. Ask the children to stand in a circle.
2. Stand in the centre of the circle and explain that the inside of the circle represents the lake and the outside, the land.
3. When you say "lake," the children must advance into the circle with 1 jump, and when you say "land," they must move back from the circle with 1 jump. Begin slowly, and then pick up the pace.



4. Play the game again, but this time use the Indian words "Talyat" (in the lake) and "malyat" (on land). You can also use the French expressions "mer" (sea) and "terre" (land). The children can also find equivalent expressions in their own languages.

## Respect for diversity

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- What language do you usually speak at home?

**Act**

- What can we do to help those who are learning a language that we already speak?

A friend from India suggested this game. Thanks!



## Cooperation



## The Beast Awakens

### Purpose of the Activity

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

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. The children sit 2 by 2 and back to back, linking their arms.
2. They must try to stand up without un-linking their arms or losing their balance.
3. Ask the children to play the game again, this time in teams of 3, then 4, 5, or 6 children.



## Cooperation

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- Is it easy to stand up without losing your balance?
- What tricks can we use to help the beast to stand up?

**Act**

- What other activities can we do together as a team?





## Acceptance

## Random Words

**Purpose of the Activity**

To experience expressing yourself and to think about how we need to listen to others.

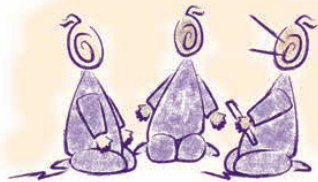
**Rights and Responsibilities**

Right to non-discrimination

For all of us to enjoy this right, we need to include others and listen carefully to what others are saying.

**How to Play**

1. Ask the children to sit in a circle.
2. One child begins the game by saying any word that comes to mind.
3. The next child in the circle should say a different word, but one that is associated with the first word.
4. The game should continue around the circle until each child has said 3 words.



At this point, everyone stops and tries to follow the chain back to the beginning, with all the children saying their words in the correct order (backwards).

5. Depending on the size of your group and the time you have, you can give the children the chance to say more (or fewer) words.

**Acceptance****Group Discussion****Feel**

- Did you like this game? Why or why not?

**Think**

- Why is it important to listen to what others have to say?

**Act**

- What did you learn about yourself or your friends while playing this game?
- What can we do to be better listeners in our group?

A friend from Burundi suggested this game. Thanks!





## Electric Shock

### Purpose of the Activity

To experience non-verbal communication and to think about why is it important to pay attention to others.

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. Ask the children to stand in a circle, holding hands and with their eyes closed.
2. Begin the electric shock by gently tapping a child on the shoulder. This child discreetly presses the hand of his/her neighbour to transmit an "electric shock."
3. The second child then presses the next child's hand to keep the shock moving and so on. The direction of the shock can be changed by pressing twice on the hand of the person that gives the electric shock.



### Variation

One or more children stand in the middle of the circle with their eyes open. At your signal, the children must guess the location of the electric shock.

**Inclusion****Group Discussion****Feel**

- Did you like this game? Why or why not?

**Think**

- Was it easy to transmit the “electric shock?”
- What tricks can we use to help the shock travel well around the circle?

**Act**

- What can we do to make sure that we are able to share our ideas in our group?



## Cooperation

Count the Contact Points**Purpose of the Activity**

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

**Rights and Responsibilities**

Right to non-discrimination

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

**How to Play**

1. Form several teams with an equal number of children on each team.
2. When you call out a number, each team must find a way to touch the ground and make that number of contact points using their legs, fingers, or any other part of their bodies. For example, if you call out the number 12, a group of 5 children can place their feet on the ground (which makes 10 contact points) and 2 children can each put a finger on the ground (which makes 12 contact points).
3. All the teams that succeed win a point.



*Note: Try to select numbers that are realistic given the number of children on each team. The game's level of difficulty can be increased by choosing very low numbers or by adding constraints, such as only 1 foot per child may touch the ground or only 1 hand per child.*

## Cooperation

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- What tricks did your team use to make the right number of contact points?

**Act**

- What other activities can we do together as a team?



A friend from Burundi suggested this game. Thanks!

## Responsibility

Blind Spots**Purpose of the Activity**

To experience a chaotic situation and to think about the importance of setting common guidelines.

**Rights and Responsibilities**

Right to security; right to play

For all of us to enjoy these rights, we need to respect the rights of others and create safe environments.

**How to Play**

1. A group of 10-20 children place themselves randomly across the play area.
2. The children must each select a point nearby, close their eyes, and try to move slowly towards that point. If a child bumps into someone, he/she must change paths, while still trying to reach that point.
3. Repeat from the beginning 2-3 times, then change the rules: everyone must aim for the same point right from the beginning. There will be far fewer collisions.

## Responsibility

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- Is this game easier when everyone is moving towards a different point or when everyone is moving towards the same point? Why?
- What happens in a group when everyone goes off in different directions without looking out for others? What happens when everyone agrees on a direction together?

**Act**

- What agreements can we make to help us work better as a group?





## Respect for diversity



## What Are You Doing?

### Purpose of the Activity

To experience expressing oneself and to think about the diversity in the group.

### Rights and Responsibilities

Right to non-discrimination

For all of us to enjoy this right, we need to learn about others and respect each other's differences.

### How to Play

1. Ask the children to sit in a circle.
2. Ask 1 child to mime an action (for example, playing tennis).
3. The next child should ask: "What are you doing?"
4. The first child must then name an action that is completely different from the action he/she is miming (for example, "I'm eating an apple.")
5. The child who asked the question must then mime this new action (eating an apple) until the next child asks "What are you doing?" and so on.



## Respect for diversity

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- Is it difficult to mime an action while talking about another action?
- What are some activities you enjoy doing? Do we all like and dislike the same things? Why or why not?

**Act**

- What can we do to find out more about the likes and dislikes of people in our group?



## Responsibility



## Follow the Movement

### Purpose of the Activity

To experience reproducing others' movements and to think about how we influence one another.

### Rights and Responsibilities

Right to non-discrimination

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

### How to Play

1. Ask the children to stand in a circle and to choose someone to watch.
2. The goal of the game is to remain motionless; however, if a person moves, the child watching that person must also move, imitating every action.
3. Since the child is being watch by someone who is in turn being watched by someone else, the movement will gradually spread throughout the group.



## Responsibility

## Group Discussion

**Feel**

- Did you like this game? Why or why not?

**Think**

- Did you ever notice that a movement you had made spread to others?
- Do you feel that people can have an influence on you? How? Do you think that you influence other people? How?

**Act**

- What can we do in our group to have a positive influence on others?





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