

Play it

Fair!



Preparing Children, Youth and Communities to Embrace Diversity

Workshop Manual

Basic One-Day Training of Trainers Session

16 April 2010

Vancouver, British Columbia

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Centre international d'éducation aux droits humains
International Centre for Human Rights Education

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Making a
Difference
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Introduction

This manual is aimed at staff– including day camp coordinators, staff at community organizations, or professional trainers – who wish to strengthen the capacity of staff working with children through the Play It Fair! Toolkit.

This workshop can fit both within the framework of staffs' core training as well as serve as complementary training to equip staff with the tools needed to promote human rights and multiculturalism, to fight discrimination, and to prevent and resolve conflicts. This workshop is aimed at those who work directly with children.

Background

This training is part of the program “*Preparing children, youth and communities to embrace diversity*,” 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 and after-school programs.

Objectives

The objectives of the program are:

1. To sensitize municipal governments and community-based organizations about the opportunities and importance of promoting multiculturalism, inclusion, non-discrimination, and human rights in their current programs for children.
2. To strengthen the capacity of municipal agencies and community-based organizations in selected communities across the country to deliver non-formal human rights education and multiculturalism programs aimed at children.
3. To raise awareness of discriminatory attitudes and behaviour among youth and children, to facilitate the integration of the underlying values of multiculturalism, non-discrimination, human rights and peaceful conflict resolution in their behaviour and attitudes and to prevent conflict over the long term.
4. To develop comprehensive strategies to integrate themes of inclusion, non-discrimination, multiculturalism, conflict resolution, and human rights into the non-formal education programs of selected communities.
5. To share lessons learned from the program with leaders of municipalities and community-based organizations across the country in order to facilitate the development of national, provincial and local strategies.

For more information about this project, please consult the Equitas website: www.equitas.org/english/programs/canada.php.

Workshop Objectives

To strengthen the capacity of front-line employees (i.e. staff working directly with children) to promote human rights and interculturalism, to fight discrimination, and to prevent and resolve conflicts through the use of the Play It Fair! Toolkit.

By the end of the training, staff should:

- Have an increased understanding of the importance of promoting values such as collaboration and respect with children
- Be equipped to use the Toolkit games in their work with children
- Be better equipped to conduct group discussions with the children after the games

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education and the Britannia Community Services Centre.

Equitas 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.

Britannia Community Services Centre Society has its origin in cooperative community action in the 1970s. Local citizens and various civic agencies created the organization in 1974 to coordinate and integrate a wide range of human services to meet the interests and needs of residents. Through a locally elected Board of Management, the non-profit society provides a leadership role in developing and facilitating educational, recreational, library and social services for the communities of Grandview-Woodland and Strathcona.

In collaboration with personnel from the Vancouver School Board, the Vancouver Public Library Board and the Vancouver Board of Parks and Recreation, the Society manages a 17 acre complex which consists of a number of centres such as a seniors' centre and a child care centre.

Acknowledgements

This workshop is made possible thanks to funding from the Vancouver Foundation, TD Bank Financial Group, and The J.W. McConnell Family Foundation.

Schedule

Time	Activity	Title
9:00 – 9:10		Welcome The facilitator presents the objectives, methodology, and the content of the workshop.
9:10 – 9:30	Activity 1	Getting to Know Each Other The participants and facilitators play a game from the Toolkit to get to know each other.
9:30 – 9:45		Game On! Games for 6-8 year-olds
9:45 – 10:15	Activity 2	Toolkit Values The participants participate in an activity based on the values promoted by the Toolkit. The facilitator presents some of the results gathered from those who have used the Toolkit.
10:15 – 10:30	Break	
10:30 – 11:00		Game On! Games for 9-10 year-olds
11:00 – 12:00	Activity 3	Getting to Know the Toolkit The facilitator presents the Toolkit, the reference sheets, and the basic concepts.
12:00 – 1:00	Lunch	
1:00 – 1:30		Game On! Games for 11-12 year-olds
1:30 – 2:45	Activity 4	Practising Toolkit Games Participants practise some games.
2:45 – 3:00	Break	
3:00 – 3:45	Activity 5	What Next? Participants discuss how they will implement the use of the Toolkit in their camps or organizations and train colleagues on its use.
3:45 – 4:00	Evaluation	Evaluation The facilitator leads an evaluation of the workshop

Activity 1 Getting to Know Each Other

Objective

To get to know each other better.

Time

20 min (9:10 – 9:30)

Description

During this activity, participants will introduce themselves to the other members of the group.

15 min

Part A Icebreaker

To allow participants to get to know each other, the facilitator leads one of the icebreaker activities from the Toolkit (see list below). During the activity, the participants introduce themselves by giving their name and giving a reason why they like working with children.

From the Toolkit: Icebreaker Games

05: Around the World with a Hula-hoop
14: Look for Similarities, Discovering Differences
18: All in Good Order
54: The Curtain Comes Down
62: What Are You Doing?

5 min

Part B Group Discussion

The facilitator leads the group discussion after the game:

- What did you enjoy about the game? Was there anything you did not like about the game?
- Did you learn new things about members of the group?
- What are some examples of other activities you could lead with children in order for them to get to know each other?

End of Activity ■

Game On! (6-8 year-olds)

Objectives

- To stimulate the participants' interest in the Play It Fair! Toolkit.
- To introduce the participants to the content and layout of a game sheet from the Toolkit.

Time

15 min (9:30 – 9:45)

Description

During this activity, the facilitator will lead the participants in their favourite game and present the content and layout of the game sheet from the Toolkit.

10 min Part A Leading the *My Top Choice* Game

The facilitator leads his/her favourite Toolkit game:

- (S)he names the game and specifies the age group targeted.
- (S)he leads the game and the group discussion.
- (S)he highlights the values the game promotes.
- (S)he explains the purpose of leading this game in a camp or other setting. ((S)he gives a short summary of the “Purpose of the game” section of the sheet). See **Tip Sheet 1** for more examples of games.

5 min Part B Presentation of a Game Sheet

The facilitator presents the game sheet corresponding to her/his Top Choice:

- (S)he hands out photocopies of the game sheet and explains its structure using Layout of a Game Sheet (**Tip Sheet 2**).
- (S)he explains that the game is drawn from the Play It Fair! Toolkit, and presents the Toolkit.

End of Activity ■

Tip Sheet 1: Some Examples of *My Top Choice Games*

Games	Values and purpose of the game
01- Cooperative Musical Chairs (6-8 years old)	• Cooperation, inclusion • “To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins.”
07- Exclusion by Numbers (6-8 years old)	• Inclusion, respect, acceptance • “To sensitize children to the difficulties that people regularly excluded by others face, and fosters attitudes and behaviours that reflect inclusive practices.”
19- Tra-la-la... Silence (9-10 years old)	• Inclusion, acceptance • “To sensitize children to the difficulties faced by people with disabilities and fosters attitudes and behaviours that reflect inclusive practices.”
38- Draw It Right (11-12 years old)	• Responsibility, cooperation, fairness • “To help children know their rights”. “Reinforces the idea that rights and responsibilities go hand in hand, and can only be fulfilled in a context of respect and cooperation.”

Tip Sheet 2: Layout of a Game Sheet

Activity Number

Principal value promoted by the game; values are identified by colour for quick reference in the index

Information summary box

Refers the user to the relevant resources provided in the Reference sheets

Presents the objective of the activity

Presents the link between the game, the values, and the human rights principles

Presents the instructions needed to carry out the game in easy-to-understand language

Play It Fair!

Activity 01

Cooperation

Cooperative Musical Chairs

Age:	6-8 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	8-15
Activity Level:	Active
Materials:	1 chair or piece of newspaper per child, music
Principal Value:	Cooperation
Other Value:	Inclusion

References

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

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about:

- How we can cooperate to include others
- How cooperation brings positive results

Rights and Responsibilities

Right to non-discrimination (Article 2)

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

Object of the Game

For as many children as possible to find a place to sit.

How to Play

1. Place the chairs (or newspaper) in a circle. In the beginning, there should be 1 chair or place per child.
2. Play as you would normally play musical chairs: Play music and ask the children to skip around the chairs. Explain that they must find a chair to sit on when the music stops.
3. Before the second round, take away 1 of the chairs. This time when the music stops, the child who does not find a chair is eliminated. Repeat this 2 more times.
4. At the fourth round, ask the children who have been eliminated to return to the game. Challenge all the children to find a way to play so that no one is eliminated. Do not offer any solutions; let the children figure it out for themselves. They will quickly discover that they can share a chair by sitting on someone's lap or standing on the chair.

Layout of a Game Sheet (continued)

Play It Fair!	Activity 01
5. Continue to take away a chair at each turn and to eliminate the children who do not find a seat. The game will become progressively more difficult as the number of chairs decreases. 6. Congratulate the children on their creativity when they succeed in staying in the game while including, rather than excluding, others. 7. The game ends when there is only 1 chair left. The winners are the children who have succeeded in staying in the game until the last chair.	Group Discussion After the game, have the children reflect on the experience. You can use these questions as a guide: Feel  • How did you like the game? • Did someone try to make room for you in the game? How did that feel? Think  • Have you ever played musical chairs? How is this game different? • Did you try to help others during the game? What did you do? • Who was the winner of this game? Act  • What can you do to include others when you are playing? • What are some other things we can do every day to include others? Adapted from the Woodcraft Folk, http://globalvillage2006.org/en/doi_something_about/co_operatives/co_operative_chairs, consulted on March 18, 2008.
	You can download other games from the following website: http://www.equitas.org/toolkit/

Includes questions to stimulate and guide reflection on the principal values

Activity 2 Toolkit Values

Objectives

- To become familiar with the values promoted by the Toolkit
- To reflect on the importance of these values in the context of your work with children.

Time

30 min (9:45 – 10:15)

Description

This activity is divided into two parts:

In Part A, participants will choose a value that is important to them and then share with the other participants why they chose that value.

In Part B, participants will discuss the importance of promoting these values with children.

10 min Part A Toolkit Values

As a way to introduce participants to the values promoted in the Toolkit, the facilitator presents the seven values promoted in the Toolkit (see **Tip Sheet 3**), already written on large sheets of paper, and places them around the room.

Participants go stand next to the value which, in their opinion, is the most significant in their work environment. They then have a discussion (see questions below) with the participants standing next the same value and prepare to share the result of their discussion with the large group. Participants are encouraged to present their discussion through a tableau, skit or a song.

- Why have they chosen that value?
- Why is it important to promote that value in their work with children?
- How is that value promoted in their programs?
- What are the challenges they face when they try to promote that value?

Each group will share the result of their discussion with the large group in the next part of the activity.

Each group can create a tableau (freeze frame), a skit or a song to represent their value which they will present, in the next part of the activity, to the large group.

20 min Part B Large Group Discussion

Each group makes their presentation to the large group.

The facilitator then leads a discussion and presents some of the results gathered from those who used the Toolkit in the prior year.

- How are the values interrelated?
- Why is it important to promote that value in their work with children?
- What are the challenges they face when they try to promote that value?

End of Activity ■

As a trainer:

How will you explain the Toolkit values to your colleagues? What is the best way: presentation, discussion, have them try this activity, think of another activity...?

Are any of these values part of your camp or organization's own values or mission statement?

Tip Sheet 3: Toolkit Values

Value	Meaning	Examples
Cooperation	Cooperation is working together to achieve a common goal. This value encompasses all the other values of the Toolkit.	Exchanging ideas and pooling our talents to accomplish a group task that is meaningful to all the members of the group.
Respect	Respect is recognizing that each 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 for every person in all circumstances.	Treating each person with dignity by calling them by their correct names and avoiding mean-spirited nicknames.
Fairness	Fairness is according to every person the same importance, the same rights, and the same opportunities.	Choosing together a series of activities that will satisfy the interests of both girls and boys, or both younger and older children.
Inclusion	Inclusion is recognizing that every person is a full member of society and of the group.	Exploring together ways to modify an activity so that everyone can participate (for example, children who are learning the language, who are shy or who are living with a disability).
Respect for diversity	Respect for diversity is recognizing and appreciating individual differences.	Valuing the many differences in the group so that each child can feel proud of who they are, their physical appearance, their individual tastes, their lifestyle, their beliefs, the way they dress, speak or think.
Responsibility	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	Behaving in ways that contribute to the positive functioning of the group, for example, listening to and following instructions, picking up our things, and participating to the best of our abilities.
Acceptance	Acceptance is acting to ensure the full participation of everyone without exception.	Encouraging each child to express his/her ideas without fear of being judged or rejected because of their age, sex, culture, religion, sexual orientation, ability or any other characteristic.

Game On! (9-10 year-olds)

Time

30 min (10:30 – 11:00)

Description

Time to practise another Toolkit game, this time for 9 - 10 year-olds.

As a trainer:

As a trainer who has been introduced to the Toolkit, what are the key aspects of the Toolkit that you would need to share with the staff you train? How would you educate them about these things?

Activity 3 Getting to Know the Toolkit

Objective

To gain an overview of the educational approach of the Toolkit and the importance of the group discussion.

Time

1 hr (11:00 – 12:00)

Description

This activity is divided into three parts.

In Part A, there will be a viewing of the Play It Fair DVD.

In Part B, the facilitator will present the Toolkit's educational approach.

In Part C, there will be a Toolkit quiz.

20 min Part A Play It Fair! DVD

There is a brief presentation of the Play It Fair! DVD which explains the Toolkit's educational approach.

10 min Part B Educational Approach

The facilitator presents the educational approach of the Toolkit (**Tip Sheets 4 and 5**).

30 min Part C Ultimate Toolkit Quiz!

In order to familiarize participants with the contents of the Toolkit, the facilitator goes through the main parts of the Toolkit and leads them through a quiz on its contents.

End of Activity ■

As a trainer:

Can you think of other ways to learn about the parts of the Toolkit? How would you train your staff on the information presented in the numerous reference sheets?

Tip Sheet 4: Educational approach of the Toolkit

What is the educational approach of the Toolkit?

It is an approach which helps develop in children an awareness of the values promoted in the Toolkit based on their own experiences and critical reflection.

The approach actively engages children in their own learning process by providing them with the opportunity to discover for themselves the importance of human rights.

What is the goal of this approach?

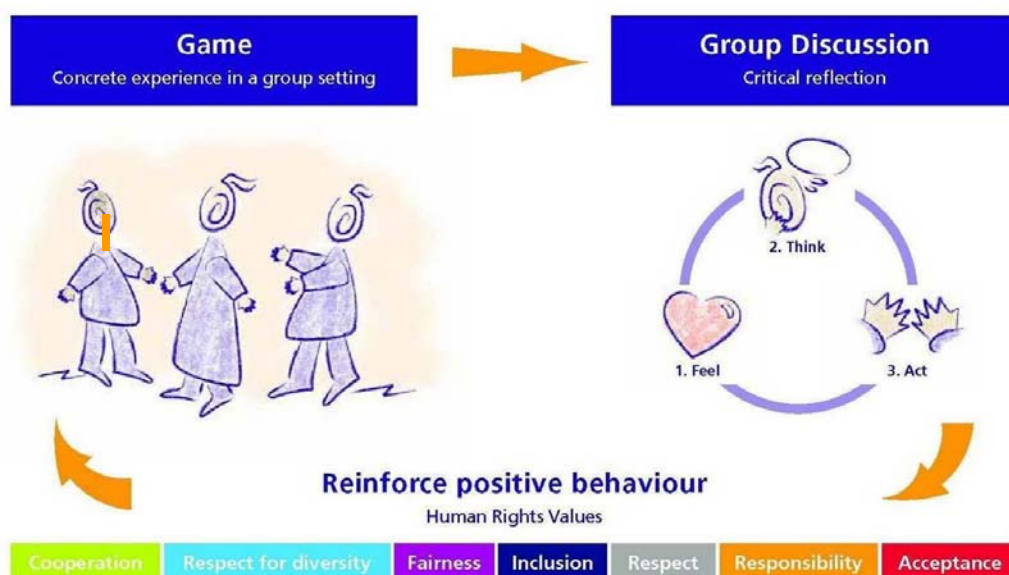
The goal is to bring about changes in attitudes and behaviours by encouraging children to incorporate human rights values into their lives.

How do the activities work?

Games provide the children with the opportunity to live a concrete experience together in 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.

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.



Tip Sheet 5: What is the Toolkit Used For?

The Toolkit was designed as a tool to help leaders/coordinators of programs with children in their work.

The Toolkit enables users to promote human rights, diversity, and harmonious intercultural relations, as well as contribute to the peaceful resolution of conflicts.

The Toolkit is simultaneously a programming tool, a prevention tool, and a tool for intervention, as illustrated below.

A programming tool • To lead fun and dynamic games with children • To fill time slots in programs with children, or transition periods (downtime) between two activities	<i>"We play that game often [Exclusion by Numbers, 07]. The children love it. Whenever we have 10 minutes to kill, we play that game. I ran that game twice this week."</i>
A prevention tool • To prevent conflicts from occurring • To promote positive values, such as respect, inclusion, and cooperation	<i>"I did the activity, 'Establishing rules of behaviour' with my group. If you are the one who decides on the rules, then you are the authority, but if they develop the rules, then they become responsible to themselves...I asked them to sign the rules sheet, to show that they agreed...Now, they are responsible and I find that there is more team spirit."</i> <i>"They played 'Around the World with a Hula-hoop (05)' and the leader said, 'If no one cooperates, this will never work. To succeed in a game, you have to work as a team.' It helped us from that point on."</i>
A tool for intervention • To peacefully resolve conflicts • To respond to incidents that take place at camps or other settings: racist insults, a child excluded, a fight, etc.	<i>"My monitors led the Rock-Paper-Conflict (22) game several times because there were many conflicts occurring. It worked very well. I had to step in with Samuel because of a conflict that took place, and I asked him if he remembered what to do. He remembered the important points, and he put them into practice."</i> <i>"There was a youth who had a tendency to exclude others, particularly based on body type and skin colour. After the game [Inclusion...exclusion (20)], he understood that it's unpleasant to be excluded for reasons beyond one's control. He almost never does it anymore."</i>

Game On! (11-12 year-olds)

Time

30 min (1:00 – 1:30)

Description

Time to practise another Toolkit game, this time for 11-12 year-olds.

As a trainer:

The games in the Toolkit are not meant to be exclusively for specific age groups. How can you adapt some games for 6-8 year-olds for older children, and vice-versa? How can you as a trainer enable staff to think about adapting games and using them to address different situations?

Activity 4 Practising Toolkit Games

Objectives

To practise facilitating Toolkit activities and leading group discussions.

Time

1 hr 15 min (1:30 – 2:45)

Description

15 min

Part A Group Work

The facilitator divides participants into small groups. Each group organizes a Toolkit game, which they will then lead with the other participants.

1 hr

Part B Game Time!

The facilitator invites the groups to present the games that they have prepared. The participants proceed as follows:

- They name the game and specify the age group targeted
- They lead the game and the group discussion.

End of Activity ■

As a trainer:

How do you teach staff who will be facilitating the games to lead the group discussion effectively and with confidence?

Activity 5 What Next?

Objectives

- To specify camp or organizational objectives for integrating the Toolkit into their programming.
- To explore various concrete strategies for integrating the Toolkit into the camp or organizational activities with children.

Time

45 min (3:00 – 3:45)

Description

20 min Part A Setting Objectives

The facilitator discusses possible objectives set by a camp or organization for using the Toolkit.

The facilitator also presents Reference 18 in the Toolkit, “Integrating Toolkit Activities into a Program” and 19, “Team Planning and Follow-up” with some ideas that will allow the camp or organization to meet its objectives.

(S)he invites the participants to identify different actions that can be used to meet these objectives. Some examples are listed below (also refer to tips on using the Toolkit successfully in **Tip Sheet 6**).

Sample Objectives for Toolkit Use	Sample Actions to Meet the Objectives
Train colleagues on the use of the Toolkit.	Include 10 minutes during each staff meeting to talk about the Toolkit, its approach, and perhaps try out some games with colleagues.
All the leaders lead 3 Toolkit games per week.	Every Friday, all the leaders choose 3 games and mark them on their schedules for the coming week.
2 hours per week are dedicated to playing Toolkit games.	From 10:00 to 11:00 every Tuesday and Thursday, the children participate in Toolkit games. Every Monday, the leaders prepare some games to fill these time slots.
Some Toolkit games are used to fill transition periods (downtime).	Each leader selects between 5 and 10 15-minute games and integrates them, as needed, into their daily programming.

25 min

Part C Develop Concrete Actions

The participants will divide into small groups to write down five concrete actions they can take to facilitate the implementation of the Toolkit at their camp or organization. To do so, they will use the “Five Actions at My Fingertips” (**Tip Sheet 7**). At the end, they will present their actions to the group.

End of Activity ■

Tip Sheet 6: Five Tips for Successful Use of the Toolkit

Tip 1 Write down in your weekly planner the games you would like to lead

"The leaders had to include games in their weekly planning, and adapt them to the week's themes."

- Examples of weekly programming are included in the Toolkit.

Document pour les leaders

Groupe 6-8 ans

Suggestion d'intégration des activités de la trousse dans la programmation hebdomadaire

	Lundi	Mardi	Mercredi	Jeudi	Vendredi
Matin	10. Jeunesse Espagnole 11. Le jeu des nombres 12. Les animaux	13. L'endurance par le nombre 14. Les animaux		15. Kiki's Kang 16. Les animaux 17. Les animaux	18. Connaître 19. Les animaux
After			Jeux de loup		
Après-midi		20. Les animaux 21. Les animaux		22. Les animaux 23. Les animaux	24. Les animaux

Tip 2 Discuss the Toolkit at your team meetings

"Personally, I was motivated to use the Toolkit by a leader who told me, 'Try this game, it'll work great with your group!'"

- Suggest that one person per week present a Toolkit game.
- Discuss the games you played, particularly what worked and what didn't work.
- Ask the others about the games they tried.



Experimenting with Toolkit activities as a team is a good way to become familiar with the Toolkit.

Tip 3 Ask a camp coordinator or another leader to lead a new game with you

"I told the leaders: if you'd like me to come help you, just let me know and I will."

"The first time, the coordinator led the game, and she asked the leaders to play the game with the children."



It's twice as easy in pairs!

Tip 4 Try a new game each week

"He led The Noisiest Game in the World (21). It worked very well! The kids were very calm after that. They started listening better. Thanks to the game, they understand the concept of listening."

"After Exclusion by Numbers (07), the kids were much nicer when it came to forming teams. There have been fewer quarrels."

"I had a fairly lively group that fought and quarreled. I decided to try Rock-Paper-Conflict (22). It worked. I used it all summer long."



Why not put up a Game of the Week on the notice board each week?

Tip 5 Repeat the children's favourite games

"We played Cooperative Musical Chairs (01) very often. The children reported that they were all friends during that game. That was our top game this summer, and that's including all of our games!"

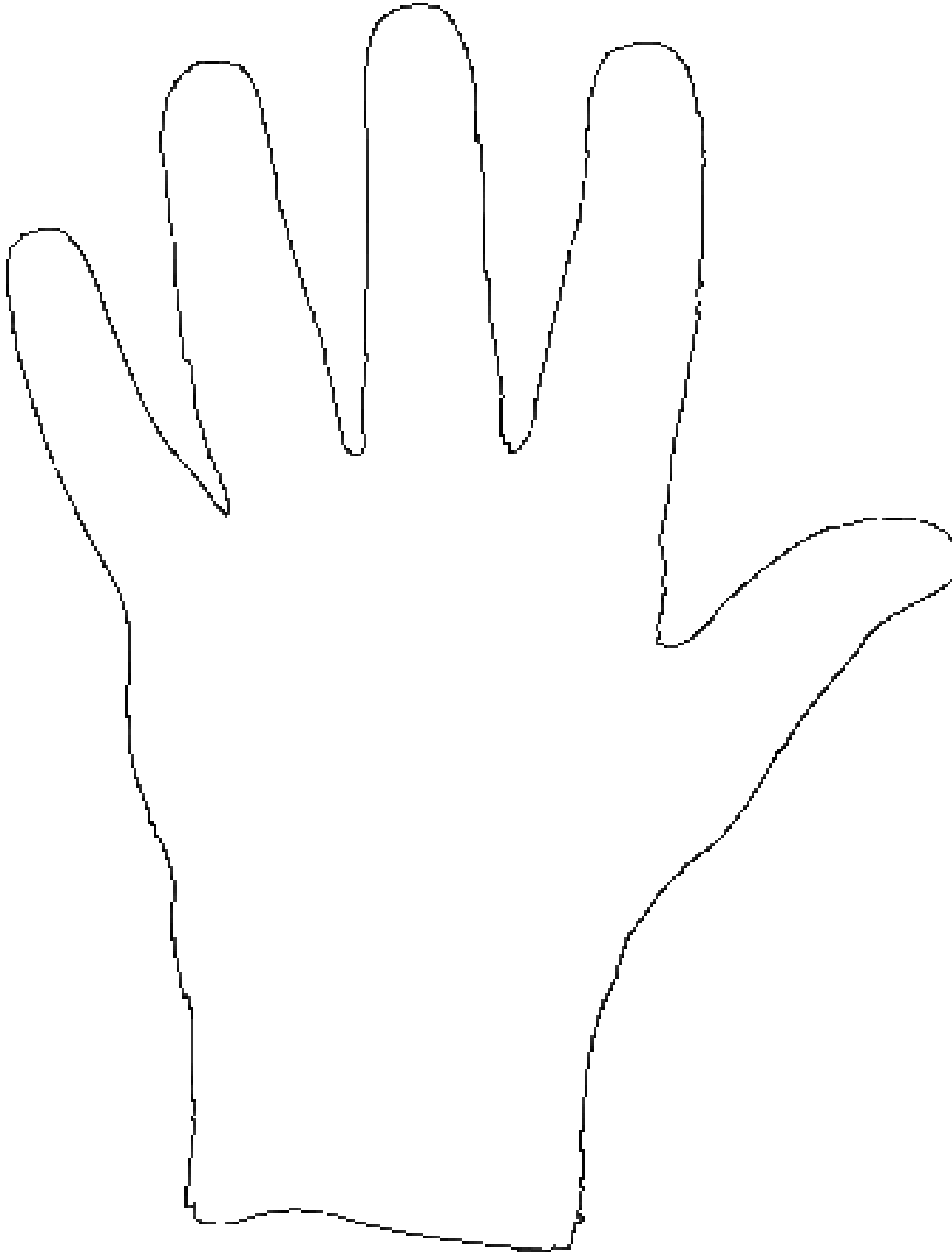
"I did Rock-Paper-Conflict (22) because it's a popular game here."

"The children ask to play the games again!"



Tip Sheet 7: Five Actions at My Fingertips!

Identify **5 actions** that **you** will take this summer to facilitate the use of the Toolkit:



Evaluation

Objective

To evaluate the workshop.

Time

15 min

Description

The facilitator hands out copies of the evaluation questionnaire and invites the participants to fill them out.

End of Activity ■