

National Child Day

Play it

Fair!

Suggested Date:	Around November 20 or on a special day in your organization
Age:	6-12 years old
Time:	Variable
Group Size:	Variable (you can combine several groups or classes)
Location:	At your organization, community centre, school or park
Values:	Cooperation, respect, fairness, inclusion, respect for diversity, responsibility, acceptance



What is National Child Day?

National Child Day is a chance for children and staff to join in activities that highlight positive values, children's rights and participation through games and group discussions. It is also a good opportunity to promote your program by inviting parents, members of the community or local press to see what you are doing. It can be as simple or as elaborate as you like and can last anywhere from a couple of hours to a full day.

What is Equitas' *Play it Fair!* Program?

Play it Fair! is a program that increases children's understanding of human rights, respect for diversity, and peaceful conflict resolution. *Play it Fair!* activities focus on positive values and can help you celebrate National Child Day in a meaningful way.

What are the Goals for National Child day?

- To promote children's active participation and human rights values while having fun
- To participate in a national event in support of children's rights

How Can You Get Involved?

Getting involved in National Child Day is as simple as 1-2-3!

1. Read the instructions for the postcard activity
2. Decide which elements of the activity you will take part in and start planning.
3. Host the activity for National Child Day and have fun!

What is in This Booklet?

This booklet features

- Instructions for the postcard activity
- Easy and fun *Play it Fair!* games to facilitate the activity to celebrate National Child Day.

Post Card Activity

Celebrate National Child Day (November 20th) and the Convention on the Rights of the Child (CRC) by sending a postcard to Parliament!

Article 12 of the CRC (respect for the views of the child) states that all children have the right to express themselves and be heard. Adults should take children's ideas into consideration when making decisions that affect them.

Purpose of the postcard

- To promote children's participation by encouraging them to share their ideas with decision makers.
- To promote positive values such as inclusion, respect for diversity, responsibility and cooperation.

How to use the postcard

1. Choose one of the following *Play it Fair!* activities before starting the postcard activity to remind children about their rights (available in the following pages):
 - *Human Rights Twister*
 - *I Have the Right To*
 - *Draw it Right*
2. After the group discussion, hand out the postcards and ask the children to read what is written on the postcard.
3. Tell the group that they can always write to any member of the Canadian Parliament to share their ideas, and there is no cost to mail their letter! Remind the children that all children have the right to express themselves and be heard. Adults should take children's ideas into consideration when making decisions that affect them.
4. Provide children with markers or crayons and ask them to draw or write what children's rights mean to them.
5. The postcards are pre-addressed to the Prime Minister of Canada - **postage is free!** Children may choose to replace the name of the Prime Minister of Canada on the postcard with the name of their local Member of Parliament in order to share their ideas with other national decision makers.

Use this link to help children learn how to find the name of their local MP:

www.parl.gc.ca/Parliamentarians/en/constituencies

6. If you include the return address of your organization or school; you may receive a letter back from the Prime Minister!
7. Children may also choose to share their card with other adults who are important to them such as a parent, teacher, principal or afterschool program director. *Note: Stamps are required if a child decides to mail the postcard to a family member or teacher.*
8. The postcard activities can be used as a way to raise awareness about human rights throughout the year. You can do the activities at anytime.

Share and send the postcards

9. We love when you share children's work! Consider taking close-up photos of the children's postcards and sharing them on Facebook, Twitter and Instagram (#PlayItFair). You can also email your pictures to Equitas (abuskie@equitas.org).
10. Collect the completed postcards from your group and put them in the mail.

Play It Fair! On ne joue pas avec les droits **equitas**

Dear Prime Minister / Cher Premier Ministre,

My name is / Je m'appelle

I live in / J'habite à Canada

The pictures on this postcard show how I am unique:
Le dessin sur cette carte postale vous montre comment je suis unique:

Thank you for keeping my best interests in mind
when making decisions that affect me! Merci de garder mes meilleurs intérêts à l'esprit lorsque vous
prenez des décisions qui m'affecteront! (Article 12 Convention on the Rights of the Child)

Sincerely / cordialement

My address / Mon adresse:

United Way
Le Réseau d'aide

Montréal

Québec

TD

The Prime Minister /
Le Premier Ministre,
House of Commons /
Chambre des communes,
Ottawa, Ontario
Canada, K1A 0A6

How to order more postcards

Postcards are available free of charge (quantities are limited). Please contact abuskie@equitas.org

Human Rights Twister

Age: 9-10 years old
Time: 15-20 minutes
Location: Indoors/Outdoors
Group Size: 10-12
Activity Level: Moderate to active
Materials:
 A twister game using a large cloth or sheet of plastic with the letters of the alphabet written on it, a large piece of paper, a felt-tip pen
Principal Value: Cooperation
Other Values: Respect, inclusion



References

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

- 01 to 03 – Human Rights and Children's Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience working together and to think about:

- Human rights
- How we can increase respect for human rights

Rights and Responsibilities

Right to know your rights (Article 42); right to exercise your rights (Article 4)

For all of us to enjoy these rights, we need to:

- Learn about our rights
- Respect the rights of others

Object of the Game

Spell out key human rights words on a twister game using feet and hands.

Preparation of Materials

Make a "Twister" game by using a large piece of cloth or plastic (a plastic tablecloth or an old sheet could be used). You can also draw it on the ground.

	W	X	Y	Z	
Q	R	S	T	U	V
K	L	M	N	O	P
E	F	G	H	I	J
	A	B	C	D	

Rights in one word (in alphabetical order)

- | | |
|------------------------|---|
| 1. Dignity | 9. Nationality |
| 2. Education | 10. Opinion |
| 3. Equality | 11. Participation (in decisions that affect us) |
| 4. Food | 12. Play |
| 5. Freedom | 13. Protection |
| 6. Home | 14. Religion |
| 7. Love (from parents) | |
| 8. Name | |

How to Play

1. Ask the children if they know what human rights are. Consult the reference sheets about human rights (References 01, 02, and 04).
2. Then, ask the children to name some rights and list them on a large piece of paper posted on the wall. Underline a key word in each right (such as, right to express an opinion).
3. When you have listed at least 3 or 4 rights, have the children spell out the key word in the human right from the list by placing their hands and feet on the appropriate letters of the "Twister" game.
4. When 1 child's hands and feet are in place and the word is not yet completed, ask another child to join in to complete the word. If the hand or foot of another child already covers a letter, the player just has to touch the child that is on that letter.
5. When a letter is too far to reach, invite another child to join the game to complete the word.
6. There should be no more than 5 or 6 children on the "Twister" game at the same time. Start another word so that other children can participate. Make sure all children have a turn.

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?

Think



- What kind of strategies (tricks) did you use when playing?
- How did you cooperate in this game?
- Does everyone have human rights?
Discuss with the children the fact that rights are for all human beings without exception. Rights are universal.
- Sometimes, while you were playing, there were 2 or 3 rights being spelled out at the same time. The rights were all mixed up together. Do you think you can have more than 1 right at the same time?

Act



- What can we do to make sure that everybody's rights are respected in our group?
- How can we learn more about the rights we all have?



I Have the Right to...

Age:	9-10 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	20 or more
Activity Level:	Active
Materials:	None
Principal Value:	Responsibility
Other Values:	Respect, cooperation



References

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

- 01 to 03 – Human Rights and Children's Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- Human rights
- How we can help ensure rights are respected

Rights and Responsibilities

Right to know your rights (Article 42); right to exercise your rights (Article 4)

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

Object of the Game

For each team of 2 children to quickly assume the different positions called out.

How to Play

This game is a variation of "Simon Says."

1. Briefly discuss what human rights are with the children (Reference Sheets 01 to 03).
2. Divide the children into pairs. Each pair or team 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 the players can see you.
4. Explain to the children that they are going to act out 4 different human rights by assuming the 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 then the Runners run to the Actors

to complete the position (see the Position Descriptions). The 4 positions listed represent the following rights: education, security, expressing oneself and rest. You can also invent other positions for other rights.

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.

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 into 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 Oneself

This right is portrayed by *one person speaking and another listening*. The Actors stand in a listening position, each with a 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

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

Think



- What strategies (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 or why not?
- 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?
- There are many rights. Can we develop some new positions to represent other rights?

Draw It Right

Age:	11-12 years old
Time:	10-15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate to active
Materials:	2 pieces of paper, 2 felt tip pens and a list with 10 rights
Principal Value:	Responsibility
Other Values:	Cooperation, fairness



References

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

- 01 to 03 – Human Rights and Children's Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- Children's rights
- How we can work together to increase respect for children's rights

Rights and Responsibilities

Right to know your rights (Article 42)

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

Object of the Game

For each child to quickly draw a right and to correctly guess the rights drawn by their team members.

How to Play

1. Prepare a list of 10 children's rights (see reverse).
2. Before you begin, ask the children if they know any of their rights.
3. Divide the group into 2 or 3 teams of 4 to 6 children per team. Ask each team to sit around a sheet of paper that you have placed on the wall at 1 end of the play area. Place yourself at the opposite end of the play area.
4. Explain to the children that this is a race. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins the race.
5. Ask 1 member of each team to run to you. You will whisper a children's right in his/her ear.

6. The players return to their respective teams and draw the right. The other team members must guess what they are drawing. When the right has been identified, another member of the team runs to you for the next right.
7. The game ends when 1 of the teams has identified all the rights.

Group Discussion

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

Feel



- What did you like best about this game?
- Did you know all the rights in this game?
- Do you know other rights?

Think



- Do we all have the same rights?
- Can you think of some rights that are not always respected?

Examples: Can all children go to school? Do all children get to see a doctor when they are sick?

Act



- We all want to enjoy our rights, but is there anything that we need to do to make sure that this is possible?
- All of us have the right to express ourselves. We also all have a responsibility to make sure that everyone in our group has the freedom to express him/herself. How can we cooperate to make sure that this right is respected in our group?

Children's Rights

- The right to go to school
- The right to practice a religion
- The right to a house
- The right to eat
- The right to medical care
- The right to play
- The right to express oneself
- The right to safety
- The right to rest
- The right to a clean environment
- The right to live with your parents
- The right for children with disabilities to a life of dignity and respect for their autonomy

